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ABSTRACT

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of student services. The purpose of the module is to help the administrator develop skill in creating a climate conducive to discipline and in instituting and implementing the policies, procedures, and guidelines to establish and maintain discipline, primarily in a secondary setting. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes three sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also provides an assessment form for administrator performance evaluation by a resource person. (YLB)

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Maintain School Discipline

MODULE LT-C-3

Module LT-C-3 of Category C—
Student Services

COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MODULE SERIES

Consortium for the Development of Professional Materials for Vocational Education

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The National Center for Research in Vocational Education
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FOREWORD

The need for competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of vocational administrators at both the secondary and postsecondary levels. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials specifically designed for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of part C--Research of the Vocational Education Amendments of 1968, funded the National Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education" during the period 1975-77. That project had two major objectives:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
2. To develop and field test a series of prototypic competency-based instructional packages and a user's guide. One hundred sixty-six (166) high priority competencies were identified and six prototypic modules and a user's guide were developed, field tested, and revised.

Although six modules had been developed, many more were needed to have competency-based materials that would address all the important competencies that had been identified and verified. In September 1978 several states joined with the National Center for Research in Vocational Education to form the Consortium for the Development of Professional Materials for Vocational Education. Those states were Illinois, Ohio, North Carolina, New York, and Pennsylvania. The first five states were joined by Florida and Texas later in the first year and by Arizona and Michigan in the fourth year (1981-82). The first objective of the Consortium was to develop and field test additional competency-based administrator modules of which this is one.

Several persons contributed to the successful development and field testing of this module on maintaining school discipline. Lois G. Harrington, Program Associate, assumed the major responsibility for reviewing the literature and for preparing the actual manuscript. Recognition also goes to the three consultants who helped conceptualize the module and prepared draft materials for the manuscript: McKinley Nash, Assistant Superintendent for Educational Services, Evanston Township High School, Evanston, Illinois; James K. Nighswander, Director of Instruction, Springfield Public Schools, Springfield, Illinois; and John D. Parr, Principal/Director Vocational Education, Averill Career Opportunities Center, Saginaw, Michigan.

Acknowledgement also is given to the three consultants and several other reviewers who provided critiques of the module and suggestions for its improvement.

Credit goes to Lois G. Harrington, Program Associate, who helped to refine the module for publication after field testing; and to Robert E. Norton, Consortium Program Director, for providing program leadership and content reviews. Thanks go to Ferman B. Moody, Associate Director for Personnel Development, for his administrative assistance.

Appreciation is also extended to Barbara Border, Bill Cisco, Calvin Cotrell, Carroll Curtis, James Haire, Robert Kerwood, George Kosbab, Helen Lipscomb, Aaron J. Miller, Dominic Mohamed, James Parker, Wayne Ramp, and Ray Ryan for their service as state representatives, state department contacts, and field-test coordinators; and to the other teacher educators and local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement. Last, but certainly not least, thanks and credit are due Deborah Linehan, Consortium Program Secretary, for her patience and expert skill in processing the many words necessary to make this module a quality document.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

In a delightful tale by Antoine de Saint Exupery, a little prince, who is trying desperately to recover from an unfortunate relationship with a difficult and arrogant flower, decides to visit planets other than his own to see what he can learn. On one particular planet, he meets a most regal king, and--

The little prince looked everywhere to find a place to sit down; but the entire planet was crammed and obstructed by the king's magnificent ermine robe. So he remained standing upright, and, since he was tired, he yawned.

"It is contrary to etiquette to yawn in the presence of a king" the monarch said to him. "I forbid you to do so."

"I can't help it. I can't stop myself," replied the little prince, thoroughly embarrassed. "I have had no sleep . . ."

"Ah, then," the king said. "I order you to yawn. It is years since I have seen anyone yawning. Yawns, to me, are objects of curiosity. Come, now! Yawn again! It is an order."

"That frightens me . . . I cannot, any more . . ." murmured the little prince, now completely abashed.

"Hum! Hum!" replied the king. "Then I--I order you sometimes to yawn and sometimes to--"

He sputtered a little, and seemed vexed.

For what the king fundamentally insisted upon was that his authority should be respected. He tolerated no disobedience. He was an absolute monarch. But, because he was a very good man, he made his orders reasonable.

The little prince wonders aloud what the king can possibly rule over since his planet is so tiny and empty. The king indicates that he rules over everything--his planet, all the other planets, and all the stars. Well, the little prince has an obsession with sunsets: he could watch them all day, every day. So naturally, he asks this omnipotent king to order him a sunset, to which the king responds--

"If I ordered a general to fly from one flower to another like a butterfly, or to write a tragic drama, or to change himself into a sea bird, and if the general did not carry out the order that he had received, which one of us would be in the wrong?" the king demanded. "The general, or myself?"

"You," said the little prince firmly.

"Exactly. One must require from each one the duty which each one can perform," the king went on. "Accepted authority rests first of all on reason. If you ordered your people to go and throw themselves into the sea, they would rise up in revolution. I have the right to require obedience because my orders are reasonable.¹"

That is what this module is about. In introducing this topic, there is no need to explain to you that lack of school discipline--violence, drugs, absenteeism--is one of the predominant concerns of educators and citizens alike today in this country. The media are full of horror stories documenting this problem. Educational literature abounds with such stories, all beginning with a cataloging of disciplinary sins.

But, one must remember that it is the sensational news that gets printed. There are many smoothly operating schools--schools with a minimum of discipline problems--schools with productive students, staff, and administrators. Furthermore, schools with the full complement of problems have been "turned around" by competent administrators. These competent administrators applied the wisdom of the king we have just met. They have created a climate of management and instruction where things run smoothly because the "orders are reasonable" and what is deemed reasonable is determined by the "subjects" being governed.

The information and activities in this module are designed to help you develop skill in creating a climate conducive to discipline and in establishing and implementing the policies, procedures, and guidelines needed to make good discipline happen--and continue to happen.

NOTE: This module focuses primarily on a secondary, rather than postsecondary, setting. Information gathered from educators at the postsecondary level has indicated that discipline is not a primary concern at that level. Students are older, at the institution by choice, and often paying for their education. Peer pressure tends to support "adult" behavior. Furthermore, since attendance at a postsecondary institution is more of an earned privilege--rather than an automatic right as it is at the secondary level--responses to students guilty of illegal acts or academic misconduct tend to be more clear-cut and straightforward. The student can be expelled. The key word there is "guilty." The one key element in discipline, regardless of the grade level, is the need to ensure due process. This one section of the module has applicability for and is of critical importance to all administrators at all levels.

1. Antoine de Saint Exupery, *The Little Prince* (New York, NY: Harcourt, Brace & World, 1943), pp. 41-42, 45. © 1943, 1971 by Harcourt Brace Jovanovich, Inc. Excerpt is reprinted by permission of the publisher. Permission also granted by William Heinemann Ltd., London, England.

Module Structure and Use

This module contains an introduction and three sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, maintain school discipline. Your performance will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 77-79. (Learning Experience III)

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the fundamentals of maintaining school discipline. (Learning Experience I)
2. Given five case studies describing how one administrator established and maintained school discipline, critique the performance of the administrator described. (Learning Experience II)

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators.

Learning Experience I

Optional

- REFERENCE: Howard, Eugene R. School Discipline Desk Book. West Nyack, NY: Parker Publishing Company, 1978.
- REFERENCE: Brodinsky, Ben. Student Discipline: Problems and Solutions. AASA Critical Issues Report. Arlington, VA: American Association of School Administrators, 1980.
- REFERENCE: First, Joan McCarty, and Mizell, M. Hayes, eds. Everybody's Business: A Book about School Discipline. Capitol Station Columbia, SC: Southeastern Public Education Program, 1980.

- REFERENCE: Dull, Lloyd W., ed. and comp. Techniques of School and Classroom Discipline. The Heart of Instruction Series #11. Columbus, OH: The Ohio State University, Ohio Agricultural Education, Curriculum Materials, 1977.
- A GROUP OF PEERS with whom you can meet to discuss specific discipline problems you have encountered and/or to generate a list of individual rights.
- DISCIPLINE MODELS that you can review to help you clarify your own philosophy of discipline (see sample 9, pp. 40-43, for specific citations).
- SAMPLE DISCIPLINE POLICIES, PROCEDURES, ETC., that you can review.

Learning Experience II

No outside resources

Learning Experience III

Required

- AN ACTUAL ADMINISTRATIVE SITUATION in which, as part of your duties, you can maintain school discipline.
- A RESOURCE PERSON to assess your competency in maintaining school discipline.

Selected Terms Administrator--refers to a member of the secondary or post-secondary administrative team. This generic term, except where otherwise specified, refers to the community college president, vice-president, dean, or director; or to the secondary school principal, director, or superintendent.

Board--refers to the secondary or postsecondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Institution--refers to a secondary or postsecondary educational agency. Except where otherwise specified, this generic term is used to refer synonymously to secondary schools, secondary vocational schools, area vocational schools, community colleges, postsecondary vocational technical schools, and trade schools.

Resource Person--refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

Teacher/Instructor--these terms are used interchangeably to refer to the person who is teaching or instructing students in a secondary or postsecondary educational institution.

User's Guide

For information that is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document:

Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

This module addresses task statement numbers 34, 35, 56, and 77 from Robert E. Norton et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document, which were verified as important, form the research base for the National Center's competency-based administrator module development.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are some small, dark specks and faint smudges scattered across the surface, likely due to dust or imperfections in the paper or scanning process. No text or other markings are present on the page.

Learning Experience I

OVERVIEW



Enabling Objective

After completing the required reading, demonstrate knowledge of the fundamentals of maintaining school discipline.



Activity

You will be reading the information sheet, "The Whys and Hows of Maintaining School Discipline," pp. 9-57.



Optional Activity

You may wish to read one or more of the following supplementary references: Howard, School Discipline Desk Book; Brodinsky, Student Discipline: Problems and Solutions; First and Mizell, eds., Everybody's Business: A Book about School Discipline; and/or Dull, ed. and comp., Techniques of School and Classroom Discipline.



Optional Activity

You may wish to meet with a group of peers to discuss discipline problems you have encountered and how they were handled and/or to attempt to generate an acceptable list of individual rights.



Optional Activity

You may wish to conduct a mini-survey to determine local views concerning school discipline.

continued

OVERVIEW continued



You may wish to review some of the key literature concerning discipline models to help you to clarify your own philosophy of discipline.



You may wish to obtain and review samples of discipline policies, procedures, codes, and so on, prepared by local schools and districts.



You will be demonstrating knowledge of the fundamentals of maintaining school discipline by completing the "Self-Check," pp. 61-62.



You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 63-64.

Activity



The Gallup polls typically find that school discipline (or lack of it, to be more precise) is one of the public's top concerns. That same public looks primarily to school administrators to remedy discipline problems. To learn why the administrator's role is such a pivotal one in the maintenance of school discipline and what steps can be taken to establish and maintain a well-ordered and disciplined environment, read the following information sheet.

THE WHYS AND HOWS OF MAINTAINING SCHOOL DISCIPLINE

What is discipline--what does the word mean? How you choose to define discipline and your philosophical stance toward discipline will need to be consistent, so this is an important question. Unfortunately, the word discipline conjures up visions of paddles. To discipline is to punish. In this module we are going to try to avoid the word punishment. We are going, instead, to focus on creating a well-disciplined environment: methodical, orderly, systematic.

Those who are anti-discipline--who want everyone to have the right to "do their own thing"--are reacting generally to a fear of control and punishment. Those who shiver at the term law and order have similar concerns. They do not want to be subject to the rigid enforcement of rules that reflect someone else's values. Law and order is John Wayne movies; there is only clearly right or clearly wrong; there are no gray areas. However, who among us can say "yea" to lawlessness and disorder--chaos, muddle, anarchy, confusion, and violence. Those conditions are the opposite extreme.

We are, in our schools, preparing students for life in a democratic society. Thus, use of autocratic methods is inconsistent with that goal. On the other hand, schools have large numbers of people involved, so allowing every individual to do his/her own thing can only breed chaos. What if Gene's own thing is to convince Jay to give him money by running Jay's finger into the jigsaw? What if Mary's own thing is to take a drafting table home? What if Karl's own thing is to sleep late every morning and take two days off a week to see a movie? In vocational education, we are not only training students for life in a democracy. We are also preparing them for the world of work. Karl needs to develop habits that will serve on the job. One such habit is getting to work, each day, on time.

The pendulum does swing. Those who advocate the rights of the individual are only reacting to what was often an inhumane disregard for the individual, but surely there is a middle ground between authoritarianism and anarchy. It is no sign of caring for the individual to let him/her self-destruct or otherwise race down a path guaranteed to result in failure. Nor can one logically give each individual all his/her rights and desires; the rights of one interfere with the rights of another. If Cara wants to play rock music and Mitch wants to study--in the same room--whose individual rights prevail?

What is required is an environment where there is some clear definition of the limits, but where there is also a regard for the individual. In such an environment, the focus is on the development of self-discipline--self-control. And this environment can only be created by leadership from the administration. Consider the following quote from a report concerning a presentation made by David Boesel of the National Institute of Education in which he shared the major findings of the NIE Safe Schools Study:

A key factor [affecting the levels of violence and vandalism] was whether there was a firm, fair system of running the school. Were the rules known and firmly enforced? Boesel emphasized that the leadership of the principal was crucial in reducing the amount of violence and vandalism. The principal needs to be visible and available to students. "Making schools safer is a governance problem," said Boesel, "not a technical problem." Security guards and/or security devices are not as important as "strong and effective school governance, particularly by the principal."²

This is not the administrator as tyrant or as key paddle-wielder. This is the administrator as the creator of a climate conducive to self-discipline.

Climate Development

In an article in Columbus Monthly magazine, the authors reported conversations they had had with teachers at a local pub.³ Horror stories abounded: vandalism, verbal abuse, violence, assault. Not an ideal climate! And there is a tendency in much of the research done concerning discipline to try to identify the causes of this undesirable state of affairs: integration, permissiveness, one-parent families, socioeconomic level, TV. One writer, who shall remain nameless, felt that the cause was a scarcity of guilt. If we all felt more guilt, things would be better, in his view.

There is a very real danger in focusing either on the horror stories or on their causes. Concentrating on the terrible problems (caused, generally, by less than 10 percent of the students) can (1) paralyze your ability to respond rationally and (2) prompt you to initiate more rules and more severe punishments, thus (3) further alienating the troublemakers and (4) ignoring the 90 percent who have done nothing wrong. Identifying and concentrating on the causes of the problems can lead you into a cul de sac. If, as some research has found, the cause is the low socioeconomic levels of your students, where does that leave you? Can you change that?

2. Charlene Rothkopf, "Are Schools More Dangerous Than the Streets?" ASCD News Exchange, 20 (Summer 1978): 3.

3. Burton Cantrell and Sandra Fisanick, "Teachers: Surviving in the Combat Zone," Columbus Monthly, 5 (May 1979): 58-62, 128, 130-133.

Instead, you need to identify what is positive about your school climate and, while stressing what is good, take some practical steps to undo what is wrong--not by simply and forcefully eliminating it, but by building something positive to take its place. The items in the following paragraphs briefly describe some of the constructive steps you can take.

Look at the Total Organization

Discipline is not an entity or an end unto itself; it is a function of the total school environment. Thus, to deal with it, you must look at the organization as a whole. You're not merely going to change the rules, you are perhaps going to have to change other organizational elements and procedures.

For example, there is a good deal of evidence that suggests that a good, strong, relevant, well-taught instructional program has the power to prevent a lot of discipline problems. If students are involved and motivated in their classes, they will, for the most part, not have the time or inclination to misbehave. Realistically, that 10 percent may still be out in the hall setting off fire alarms, but a good instructional program is still one way to minimize a lot of the problems overall.

There is also evidence that the physical environment has a great effect on the organizational climate. There's a potential dilemma involved here. If vandalism and theft are problems, then security measures seem to be called for. The normal security measures employed--security patrols, screens over valuable items, things nailed down--tend to create a stark, unfriendly, distrustful environment, which is just the opposite of what is needed. In your plans for climate development, you need to (1) minimize the need for such measures and (2) consider the effect on the climate before taking any security measures that do seem to be needed. A clean, well-maintained facility is needed--one in which students and staff can take pride.

Involve Lots of People

Ownership--of both the problems and the solutions--is important if real change is to occur. Administrators, faculty, staff, students, and parents or other community members need to be involved in planning and implementing the discipline program. And the involvement must be real. You can worsen a bad situation very quickly if you involve others and then ignore their suggestions.

Task forces, with authority to plan and act, need to be formed. All concerned and affected parties need to be represented on these task forces. The problems and questions they are asked to deal with must be substantive, and their suggestions must be taken seriously.

Minimize Alienation and Depersonalization

Large schools with lots of students and high student-teacher ratios are a reality. It is easy for those students who find success in school difficult to feel alienated and anonymous under such conditions. If a student feels anonymous, misbehavior is both allowed and encouraged. It is allowed in the sense that we are all more willing to exceed our usual limits if no one around knows who we are. We can disappear into the crowd and no one knows our names--there can be no repercussions. It is encouraged in that alienated students often want to strike out and harm the organization that is so unconcerned with their existence. It is encouraged in that the only vehicles provided to these students to get noticed are negative acts.

All students need an opportunity for involvement, for success, for contributing. Administrators, faculty, and staff need to make an effort to get to know the students they serve (by name) and to be visible all around the school so that anonymity is not possible. This is not to suggest that the hall be "policed" but that students know that staff are aware and available and care.

Develop Rules, Rights, Responsibilities, and Repercussions

In most schools, rules will already exist, but if they don't or if they're not working, then this area needs attention. If you want an orderly environment, you (working with the other members of the school community) need to define--in writing--how people are expected to behave and conduct themselves, what the limits are, and what will happen if those limits are exceeded.

Model Acceptable Behaviors

Rules are for everybody. Students cannot be expected to take them seriously if no one else does. Why should they value being on time to class if the teacher is consistently late? Why should they take seriously a rule that prohibits swearing if one of their teachers regularly swears? There must be commitment by everyone in the organization to abide by and support the rules. There must be a united effort to make the rules work.

Remember the Golden Rule

If you read a great many resources on discipline, you will ultimately discover that, although the models and techniques vary, the resources are all saying the same thing. If you want students to act like adults, treat them like adults. If you want students to be trustworthy, give them your trust. If you want students to treat others humanely, treat them humanely. If you want students to make rational decisions and act responsibly, grant them decisions to make and give them responsibility. If you want students to treat the

school building, supplies, and equipment as carefully as they would their own belongings, give them ownership. In other words, do unto students as you would have them do.

Rule Development

The development of school rules--with representative involvement of all school members--is a vital step in creating the desired environment. In the words of one source, "the very process of developing discipline policies . . . musters the forces that can lead to improved student behavior."⁴ One needs to stress that word developing. Policies and rules aren't simply borrowed from another source or casually thought up and written down. They are carefully and painstakingly developed. With the attention of the school's members so focused on this development process, the whole subject takes on a seriousness that can, by itself, cause the disciplinary environment to improve.

We are going to be talking about several elements that rule development comprises, as follows:

1. Federal and state requirements
2. Board policies
3. District/school philosophy of discipline
4. District/school rules
 - a. Rights and responsibilities
 - b. Infractions
 - c. Consequences
 - d. Due process

Federal and State Requirements

Any rules your school develops must be responsive to and consistent with federal and state requirements. This includes constitutional principles and state laws, as well as other mandates defined by court decisions and legal opinions. Sample 1 shows a sampling of some of the most famous legal decisions affecting discipline. But you cannot comply with these decisions alone. Where public education is concerned, the laws of the state further define what is legal. As you will see when you get to the section on corporal punishment, it is the state that is the final authority.

Board Policies

School policies come from the board--elected members of the community. It is they who authorize--within the limits of federal and state

4. Ben Brodinsky, Student Discipline: Problems and Solutions, AASA Critical Issues Report (Arlington, VA: American Association of School Administrators, 1980), p. 18.

SAMPLE 1

LEGAL DECISIONS AFFECTING DISCIPLINE

- Baker vs. Owen** 393 F Supp. 304 (1975). The decision supports the use of corporal punishment but stated that the child has a right to due process.
- Brown vs. Board of Education of Topeka**, 347, U.S. 483 (Kan. 1954), established that education is a right which must be made available to all on equal terms.
- Goss vs. Lopez** (95 S. Ct. 729 Ohio 1975). A Supreme Court decision which established in 1975 that school officials cannot tarnish a person's reputation or deprive him from attending school without a "fair hearing."
- Regulation vs. Wright** (U.S. Court of Appeals, 5th Circuit, 525 F 2d 909) 1975. This court disagreed with the *Baker vs. Owen* decision by ruling that the process steps (notice of hearing, etc.) need not be followed in discussing corporal punishment.
- Johnson vs. Panklshere** U.S. (Civil Action No. 1:73-70, D.C. N.J. April 14, 1970). Established the right of married students to participate in extra-curricular activities.
- Quinton vs. New York** 20 N.Y. 2d 260, 229 N. E. 2d 283 N.Y. 2d 22 (1967) 39 V.S.L.W. 3322 (1971). Established an administrator's right and duty to inspect a pupil's locker if reasonable grounds exist.
- Perry vs. Granville School District** (300 F Supp. 744) Mississippi 1969. This decision established the right of unwed mothers to attend school unless it could be shown that they are grossly lacking in moral character.
- Schwartz vs. Mt. Vernon**, Civil Action #2246 (D.C. Missouri, September 29, 1971). Established the right of a pregnant student to an education equal to that given other members of her class.
- State of Delaware vs. Accino** 282A, 2nd 869 (1971). This decision reaffirmed that the principal stands in loco parentis insofar as personal searches are concerned. Evidence obtained by an assistant principal who searched a student's coat was declared admissible in court.
- Sauvage vs. Stein** (203) Kan. 638, 456 P. 2nd 1 (1969), cert. denied 90 S. Ct. 996 (1970). This is a famous case which established (1) that it is proper for school officials to inspect student lockers to prevent their illegal use, (2) the Miranda warning ("you have the right to remain silent," etc.) does not have to be given prior to a search, and (3) that the student does not have "exclusive" ownership of his locker insofar as school authorities are concerned.
- Tinker vs. Des Moines** (393 U.S. 503) 1969. This is the famous "black armband" case in which students peacefully protesting the Vietnam War were suspended. The Supreme Court ruled, in effect, that students do not "shed their constitutional rights at the schoolhouse gate." Ruling means that where a conflict exists between individual rights and school regulations, the regulations will be supported only if they are essential to the orderly functioning of the school.

SOURCE: Eugene R. Howard, *School Discipline Desk Book* (West Nyack, NY: Parker Publishing Company, 1978), pp. 75-76.

requirements--all aspects of the school program and operation. Thus, how you as an administrator manage your school and maintain school discipline must be within the bounds of board policy.

However, bear in mind that most boards are also more than willing to support changes that will lead to needed improvement. If, therefore, in an effort to improve your school climate or establish new rules, you discover a potential conflict with board policy, it is up to you to so inform the board. It is up to you to seek their support of and permission for your efforts. Board policy can change, if change is justifiable. And, needless to say, your chances of success will be greater if you are well prepared and make your presentation in the form of a request--a well-thought-out and substantiated request. No one responds well to demands.

District/School Philosophy of Discipline

Let's assume that, in keeping with the principles listed in the first section of this information sheet on climate development, you have established a discipline committee. This committee is made up of representatives from the administration, faculty, support personnel, parents, and students. The first step the discipline committee must undertake, of course, is to review all federal, state, and board requirements.

Next, the committee must either review the board's philosophy of discipline or, if a written policy does not exist, develop a statement of philosophy--a written description of what overall view of discipline will be espoused--and submit it for board approval. The statement of philosophy delineates what the authors believe about the purpose of education and the place of the individual in the system. These beliefs provide a structure for the discipline program. You cannot, for example, have a philosophy supporting the rights of the individual and rules that deny those very rights. Sample 2 is one example of a philosophy of discipline.

If you are really committed to involving the members of the school community in developing the discipline program, this philosophy statement can be shared and discussed schoolwide or districtwide, and it can be refined and revised to be as widely acceptable as possible.

District/School Rules

Once a philosophy of discipline has been formulated, the rules can then be developed. Depending on the level of involvement desired and time available, several approaches are possible. The administration could develop a tentative list of rules and submit them to the discipline committee for discussion and refinement. Or the discipline committee could generate a tentative list for consideration by students, faculty, and administration. Or students could be asked to submit suggestions to the committee, based on their review of the philosophy statement.

SAMPLE 2

PHILOSOPHY OF DISCIPLINE

DISCIPLINE HAS BEEN DEFINED AS.....

"controlled behavior to develop within an individual responsibility for his/her own action in accordance with socially accepted conduct."

Schools have developed disciplinary policies with this definition as a guide, but in recent years, it has become apparent that these policies have not always produced the desired results. Therefore, it has become necessary to re-examine disciplinary policies and to develop a philosophy and policy which will enable schools to provide an atmosphere for the development of effective citizens for the society in which they exist.

There can be no statements on discipline without mention of sound basic principles of good classroom management—without some discourse on a realistic and relevant curriculum—without indication of the responsibilities of everyone who plays a part, directly or indirectly, in the instruction program—or without references to the forces, institutions, and people who share in developing the minds and personalities of young people. It is an oversimplification to expect that overt acts of disruption and violence can be dealt with effectively by a list of prescriptive punishments. Effective solutions must address themselves to the causes and the climate of unacceptable behavior in addition to suggestions of punitive remedies.

Schools reflect the society in which they exist. A society characterized by increasing numbers of violent crimes, growing incidents of drug abuse, widespread permissiveness, and greater emphasis on citizen rights rather than citizen responsibilities can expect to witness increasing incidences of violence in its schools. Social institutions do not exist in a vacuum. They are part of a society and are influenced and affected by changes taking place in society.

Schools are also agents for change in our society. We must see to it that each student learns through school experiences to recognize the essential worth of each individual and to respect rights—to adjust personal desires to the welfare of the group—to respect the rights and property of the group—to appraise one's own work honestly and fairly—to establish high standards of personal integrity—and to achieve and feel personal satisfaction in group success. The achievement of these ideals represents an important responsibility for the schools.

While society can assume that schools should accept their share of accountability for citizenship training, it must be recognized from the outset that schools cannot do the job alone. The influence of the family, community and preschool training of children cannot be minimized. Parents cannot evade the important role they play in the development of the behavioral characteristics of their children. The parent is the child's first teacher and remains the most important teacher throughout the formative years.

A school program in citizenship training, however well-intentioned and directed, could never approach the degree of influence which a parent has on a child. If this influence over character development and self-control is neglected, the school's task becomes much more difficult. BUT . . . When the objectives of the school and the family are mutually consistent, the task of the school becomes more obvious to the pupil.

The Springfield School District is committed to the goal of safe schools and an orderly process of instruction. This commitment requires that everyone—members of the Board of Education, central office personnel, school administrators, teachers, parents and students—assume their share of responsibility toward the attainment of that goal. To do otherwise would be a great disservice to the young people of Springfield.

SOURCE: Discipline Handbook for Faculty (Springfield, IL: Springfield Public Schools, 1981), p. 4.

There seems to be general agreement, in the most recent articles on the subject, that a few clear, general rules are preferable to long, detailed lists. The feeling is that if neither students or faculty can remember all 36 rules, there is less chance that they will be obeyed and enforced. Too, if you're trying to create a positive environment, a tome of rules doesn't serve that purpose. Too many thou shalt nots conveys a message of distrust. Even God gave Moses only ten commandments. At Cleveland High School in Seattle, Washington, the discipline code includes only six clear, simple items:

- Attend class
- No alcohol--no drugs
- No weapons
- No gambling
- No smoking in the building
- Treat all with respect for their dignity, welfare, and material goods⁵

The one caution to bear in mind in keeping rules to a minimum is that the "ground must be covered." If you generate so few rules that some areas of concern are ignored, you have secured brevity at the expense of your actual goals in specifying rules. The limits--all the limits--must be clearly covered so that students have adequate information about what actions can result in disciplinary measures being taken.

Rights and responsibilities. Many schools and districts start off the rules or code of conduct with a statement of rights and responsibilities. This has the advantage of starting on a positive note. The emphasis is not on what is prohibited, but on what is endorsed. It has an additional advantage--in specifying rights and their concomitant responsibilities, rules are being implied.

The list of rights and responsibilities most often covers those of the student. However, many districts further define the limits by also including the rights and responsibilities of teachers, parents, administrators, and the board. One example of a students' rights-and-responsibilities statement is shown in sample 3.

Involvement of students in delineating rights can be very instructive for them. Students can be asked to make two lists--one on "I have a right to . . ." and one on "Others have a right to . . ." Or students can list their rights individually and then compare lists. The conflicts come clear and the need for compromise becomes obvious.

Infractions. To clarify the limits absolutely, a list of infractions should be generated. Each infraction should be defined: what exactly is

5. Howard, School Discipline Desk Book, p. 24.

SAMPLE 3

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to:

- A meaningful learning experience
- An appropriate and challenging curriculum
- Protection from physical or verbal abuse
- Assistance in making decisions on educational goals
- The opportunity to practice decision making within the democratic process
- Be disciplined in private, if possible
- Be disciplined in a humane and appropriate manner
- Adult representation when in conflict with school authority
- A school climate free of violence and disruption
- A written code of discipline--clear and concise
- Knowledge of the reasons for any discipline that may be administered
- Due process in matters of disciplinary action

Students should:

- Obey school rules
- Obey city, state, and federal laws
- Respect the rights of fellow students and school personnel
- Avoid abusive language, oral or written
- Dress appropriately and practice habits of personal cleanliness
- Be punctual and attend school regularly
- Not disrupt the educational process
- Attain the best possible level of academic achievement
- Respect authority both in school and at school-sponsored activities
- Respect school and community property
- Be responsible for their own actions
- Know reasons and methods of discipline, including suspension, expulsion, and corporal punishment

SOURCE: Discipline Handbook for Faculty, pp. 24-25.

meant by and involved in each infraction and how serious is it considered to be. Many schools group infractions by their seriousness. Typical infraction lists include areas such as the following:

- Theft
- Vandalism
- Fighting
- Assault
- Swearing
- Obscenity
- Dangerous weapons
- Gambling
- Physical threats
- Extortion
- Truancy
- Tardiness
- Drugs
- Alcohol
- Insubordination
- Littering

In defining each of these items, tardiness, for example, could be described as "failure to enter a class at the assigned time, without an acceptable excuse."

One area that you should not include in your list of infractions is pregnancy. Not too long ago, it was not uncommon to find this included in the code. In the 1960s, you could find statements to the effect that a pregnant girl could not attend school with her peers, married or not. The father-to-be, of course, could continue his education unimpeded. In the 1970s, you could still find the following statement: "Any girl who is pregnant must notify the principal. The girl may remain in school provided her health is not endangered and provided her physical appearance does not result in embarrassment to the girl or the school." Now, specific court decisions and the guidelines from the Office for Civil Rights (OCR) permit no such rules. A pregnant student is entitled to an education equal to that of her peers.

Another area that appeared, disappeared, and is now reappearing on these lists is smoking. Smoking used to be forbidden in school, but in the recent past, schools began to adopt an "if you can't beat 'em, join 'em" attitude. Students smoked whether it was forbidden or not, so schools provided smoking areas so that some control was possible. Smoking areas inside the building are now being phased out for a variety of rational reasons.

- In most states, smoking is illegal until a person is 18 years of age. Most high school students are under 18. Therefore, unless the smoking area is closely monitored, the school is allowing students under 18 years old to smoke, thus breaking state law.
- Nonsmokers are becoming more assertive and vocal about their right to smoke-free air in public places.
- "The Surgeon General has determined that cigarette smoking is hazardous to your health." The American Cancer Society has made a similar determination. Consequently, health classes in school provide programs to discourage smoking. For the school to then allow smoking is contradictory.

Some schools are, in fact, so concerned about not supporting a double standard regarding smoking that they are not only forbidding students to smoke in the building, they are strongly discouraging faculty smoking.

Consequences. Ideally the fine instructional program, pleasant physical facilities, and positive school climate would suffice. Students would read their rights, responsibilities, and rules and act accordingly. There would be no need to specify consequences for misbehavior. Realistically, some misbehavior will occur, and it is very important that students know, in advance, exactly what the consequences for misbehavior are so that their rights are not violated.

The key to specifying consequences is that the consequences must fit the infractions. In other words, you don't expel a student for chewing gum. The consequences should depend on the seriousness of the infraction or how often the infraction has occurred. Another consideration is that the consequences should not be selected simply because they're quick and easy administratively. Nor should they be designed simply to punish. They should be designed to promote improved behavior--to help the students to ultimately succeed in the school setting.

Typical consequences include the following--or some combination of the following:

- Parent conferences
- Behavior contracts
- In-school suspension
- Corporal punishment
- Out-of-school suspension
- Expulsion
- Police referral

Police referral should be used only in extreme cases involving criminal acts. The school should try to handle less severe problems themselves. Expulsion, too, should be used only as a last resort. When you expel a student, you are giving up on him/her--you are barring him from school.

Based on the experiences of educators in Saginaw and Flint, Michigan, however, police involvement can be a very positive part of the daily operation of the school. The building administrators handle all discipline problems, but a police officer is brought in when violations of municipal law occur. At this point, young people are made to understand that the officer represents the community but is there to help the offender in any way possible. Students learn that the police are there to protect their rights as citizens of the community and that the law is fair but can also be very firm, if necessary.

Out-of-school suspension involves barring a student from school or certain activities for a specified length of time. The length of the suspension can be short term or long term. It can be conditional--in effect until the student meets certain predetermined conditions. It can be for all school activities or just extracurricular activities.

Out-of-school suspensions may sometimes be necessary, but there can be drawbacks. Suspending a student for truancy is a reward; that student doesn't want to be at school anyway. The school can't help break that pattern (or any other negative patterns) and help the student adjust to and succeed in school by excluding him/her from it.

Corporal punishment is physical punishment, most often paddling the posterior. There is more and more evidence supporting the fact that this is an unsupportable educational practice. Although permitted by federal ruling, five states so far have forbidden it: New Jersey, Maine, Hawaii, Massachusetts, and Maryland. In addition, some local boards in states where it is allowed have forbidden it in their districts.

The public supports it, according to recent polls. The American Federation of Teachers (AFT) supports it. The National Education Association (NEA) doesn't encourage it. The American Psychological Association (APA) and other psychological and medical groups strongly oppose it.

The fact is there is no evidence to support the claims of advocates of corporal punishment that it is a long-term corrective measure, that it develops character, that it is needed to maintain control. And there is evidence that you cannot develop a positive climate of self-discipline and trust if you are relying on fear--the threat of the paddle--to establish order. How can you ask students to settle conflicts with words, not fists, if you are modeling aggressive behavior? How can you ask students to treat others humanely if you use dehumanizing, demeaning punishments. Who else in our society is threatened with physical punishment for misbehavior? Consider for a moment how you would feel if you were paddled. You might be so mortified and resentful that your misbehavior would increase.

Given all the evidence, it is difficult to recommend the use of corporal punishment. However, if you do decide to make it a part of your disciplinary code, you need to be sure that its use is carefully structured and restrained, for example:

- It should be used only as a last resort.
- It should always be administered in private (away from the masses) with one or two witnesses to assure that the student is not abused.
- It should be administered immediately after the misbehavior.
- It should be clear that it is the behavior, not the person, that is unacceptable.
- It should never be administered in anger.

- It should be done only after the student has been fully informed about why he/she is being paddled.
- It should be done in conjunction with counseling to help the student plan how to change his/her behavior in the future.
- It should be used equitably. If, for a given offense, boys are paddled and girls suspended, you have a problem. Either paddle the girls also or, if you can't bear to paddle girls, reconsider your position regarding paddling.

In addition, the type of paddle that may be used and where on the body the student may be struck should be clearly specified.

On a positive note, we have in-school suspensions. This type of consequence is increasingly being used for a variety of good reasons. Economically, it means that the students remain in school and can be counted as part of the average daily attendance (ADA). Thus, there is no loss of state funds. Educationally, it means that the school is taking responsibility for correcting the behavior--within the setting in which it occurred. You cannot logically expect to help a student adjust to school by isolating him/her from it.

In-school suspensions vary from (1) simple time-out rooms, to (2) punishment/isolation rooms, to (3) programs designed to provide remediation and redirection. Time-out rooms simply isolate the student long enough to calm down enough to reenter the mainstream. Punishment/isolation rooms have a similar purpose, but usually involve isolating the student for a longer period--and the intent is punishment. The student has been bad; he/she must pay a penalty. Obviously, if you are committed to developing and maintaining a climate of self-discipline, the in-school suspension should focus not on punishment but on opportunity for improvement.

The remedial/redirective in-school suspension program generally has the following features:

- In some schools, it is used only for minor infractions. In others, it is used as a true alternative to out-of-school suspension.
- The student is in the program for a limited time period (e.g., 3-10 days).
- There is a specially trained professional in charge--one who is a skilled counselor and diagnostician.
- The student receives individualized instruction, counseling, and remediation as needed.
- The number of students in the program is small to allow the individual attention desired.
- The student's regular teachers provide his/her assignments.
- Outside agencies are involved if necessary.
- Parents are both notified and involved to as great an extent as possible.

- The student's program is defined by a behavior contract, prepared to help him/her successfully reenter the mainstream, and the student indicates commitment to fulfilling the contract by his/her signature.
- Students in the program are completely isolated from the other students. They eat alone and use separate restrooms. There are no windows to look out and divert attention from the task at hand. No participation in extracurricular activities is allowed.
- Student progress once returned to regular classes is monitored.

This approach unites a number of excellent techniques for improvement, including the behavior contract and parental involvement. It unites specialists and regular classroom teachers and parents and students in a cooperative commitment to secure improved behavior. And the chances for the student succeeding in the school environment are much improved if he/she is never excluded from it.

One last word before we move on to the next section. Some schools use demerits--points "earned" for misbehavior. When the student earns a specific number of points, some more severe sanction is invoked. Suffice to say, this writer had the honor of earning the most demerits (60, I think) for talking too much in the sixth grade. Ask anyone; there is absolutely no evidence to suggest that this censure had any effect on the problem.

Due process. To ensure that the handling of rule making and breaking is legal, several steps must be taken: (1) all rules, rights, responsibilities, and repercussions must be widely and clearly disseminated, (2) all disciplinary actions taken must be carefully documented, and (3) students must be afforded due process. Rule dissemination is covered in the next section.

Documentation of disciplinary actions merely means that some system must be devised to record and file these actions so that, if they are challenged, you have thorough, written, fairly objective evidence of what occurred. This is usually handled by developing a referral form that teachers and administrators can use to readily record all needed information. This form usually includes the following:

- Student's name and other identifying information
- Time, date, and place of violation
- Teacher or administrator involved
- Nature of violation
- Action taken

Sample 4 shows a typical referral form. This particular form is tied into the levels of seriousness of violations as defined in the code of conduct. The actions taken can thus be appropriate to the seriousness of the violation.

Due process means that certain procedures must be available to "the accused" to ensure that their Constitutional and civil rights are not

SAMPLE 4

REFERRAL FORM

SPRINGFIELD SCHOOL DISTRICT # 180 REFERRAL & REPORT FORM

(To be completed for Levels II, III and IV infractions of the Code of Conduct)

NAME _____ L.S. _____ GRADE _____ SEX _____

RACE _____ SCHOOL _____ SCHOOL NO. _____ TIME OF INCIDENT _____

TEACHER/ADMINISTRATOR _____ TEACHER/ADMIN. SEX _____ DATE _____

(Check the Levels II, III or IV infractions of the code of Conduct leading to referral)

- | | |
|--|---|
| (1) _____ disruption/leaving class/room | (17) _____ possession/use of stolen property |
| (2) _____ over/expressed over/acting first | (18) _____ possession/use of fireworks/setting of |
| (3) _____ assault/breath in others/abuse/abuse | controlled substances (drug) |
| (4) _____ battery | (19) _____ possession/interfere use with teacher of |
| (5) _____ bomb threat | weapons/fragments objects |
| (6) _____ false information | (20) _____ possession/use of beer or liquor on school |
| (7) _____ cheating/lying | grounds |
| (8) _____ creating classroom disturbance/failure | (21) _____ refusal to identify self |
| to correct misconduct | (22) _____ setting false fire alarm |
| (9) _____ disruption/fundamental | (23) _____ smoking |
| (10) _____ extortion | (24) _____ stealing/hoarding/robbery/fraud |
| (11) _____ fighting/throwing/abuse/assembly | (25) _____ tardiness |
| (12) _____ forgery/use of forged notes/amounts | (26) _____ trespassing on school property/other |
| (13) _____ gambling | than school property |
| (14) _____ hazing | (27) _____ vandalism/malicious mischief/property |
| (15) _____ interfering/obstructing progress | damage to property |
| (16) _____ non-defiant failure to do assignments | (28) _____ verbal abuse |

(When referring to infractions above, where multiples are listed in a category, please underline specific infraction.)

THE ABOVE INFRACTIONS OCCURRED IN:

(29) _____ Classroom (30) _____ Hallway (31) _____ Restroom (32) _____ Playground/Campus
(33) _____ Bus (34) _____ Other (Specify) _____

BRIEF DESCRIPTION OF INCIDENT _____

LEVEL I CODE OF CONDUCT ACTIONS TAKEN BY TEACHER BEFORE REFERRAL

- | | |
|---|--|
| (35) _____ COUNSELING BY TEACHER | (40) _____ DEMERITS OR DETENTION |
| (36) _____ PARENTAL CONFERENCE BY PHONE | (41) _____ SPECIAL ASSIGNMENT |
| OR IN PERSON | (42) _____ REFERRAL TO STUDENT'S COUNSELOR |
| (37) _____ VERBAL REPRIMAND | (43) _____ OTHER (SPECIFY) _____ |
| (38) _____ BEHAVIORAL CONTRACT | |
| (39) _____ WITHDRAWAL OF PRIVILEGES | |

LEVELS II, III, IV CODE OF CONDUCT ACTIONS TAKEN BY ADMINISTRATOR

- | | |
|--|---|
| (44) _____ TIME-OUT ROOM | (53) _____ WITHDRAWAL OF BUS PRIVILEGES |
| (45) _____ WITHDRAWAL OF PRIVILEGES | (54) _____ TRANSFER |
| (46) _____ COUNSELING BY ADMINISTRATOR | (55) _____ CORPORAL PUNISHMENT |
| (47) _____ REFERRAL TO OUTSIDE AGENCY OR | (56) _____ OUT-OF-SCHOOL SUSPENSION |
| SCHOOL DISTRICT SUPPORT SERVICES | (57) _____ REFERRAL TO AN ALTERNATIVE PROGRAM |
| (48) _____ IN-HOUSE SUSPENSION | (58) _____ RECOMMENDATION FOR EXPULSION |
| (49) _____ PARENTAL PHONE CONFERENCE | (59) _____ REFERRAL TO STUDENT REVIEW COMMITTEE |
| (50) _____ TEMPORARY REMOVAL FROM CLASS | (60) _____ OTHER (SPECIFY) _____ |
| (51) _____ REFERRAL TO STUDENT'S COUNSELOR | |
| (52) _____ DETENTION | |

COMMENTS: _____

White Copy - School File
Yellow Copy - Student Report File
Pink Copy - Counselor/Student Folder
Gold Copy - Teacher

Principal or Assistant Principal

SOURCE: Discipline Handbook for Faculty, p. 56.

violated. Substantive due process includes those rights given to each of us by the Constitution. Procedural due process involves ensuring that, in this case, the student has the following rights:

- To know the charges
- To be notified of and appear at any hearing concerning the charges
- To have an open hearing
- To call witnesses
- To confront the accuser
- To show that the rule is unreasonable, arbitrary, discriminatory, or vague
- To be represented by counsel
- To have a written record of the proceedings and findings
- To appeal the sentence to a higher authority

An example of due process procedures specified for one school is shown in sample 5.

Rule Dissemination

No one can or will abide by the developed rules if he/she isn't aware of them. If a wide variety of people have been involved in developing rules, the dissemination task becomes easier, but there is still much to do. The final, board-approved rules, rights, responsibilities, and repercussions must be widely publicized--to faculty, staff, students, parents, and other community members. Providing this information is one step in ensuring due process. Devices such as the following are often used:

- Posters
- Handbooks
- Articles in local newspapers
- Articles in the student newspaper
- Public service announcements
- Brochures
- Handouts
- Announcements on the intercom
- Assembly programs
- Class discussions
- PTA meeting programs
- Parent-student orientation meetings

SAMPLE 5

DUE PROCESS PROCEDURES

Quincy Public Schools (Massachusetts)

1. Except in extraordinary disciplinary action, no suspension from class shall be enforced against any student until he/she has had an opportunity to be heard as set out below.
 - a. When the infraction is of such serious nature that the penalty of suspension may be imposed, the student shall be informed that there will be a hearing on the case.
 - b. The notice of the hearing will inform the student of the infraction, of his/her right to be represented by an attorney, and the time and place of the hearing.
 - c. Separate and apart from notifying the student, the parent(s) or legal guardian(s) shall be informed of the date, time, and place of the hearing.
2. The hearing should be conducted by the assistant principal or the dean of men or women, hereinafter called the Hearing Officer.

The Hearing Officer sits in the position of judge. He/she must not allow him/herself to be prejudiced by any information that may come to him or her from either party prior to the hearing. As a matter of practice, he/she may not involve him/herself in any discussion of the case prior to the hearing itself.
3. At the hearing, first the teacher or administrator calling for the suspension shall put forth his/her case. Second, the aggrieved party or a representative shall put forth his/her case.

There shall be no provision for rebuttal or contradiction of statements by either party during these presentations. Following these presentations, the Hearing Officer will ask questions and call for points of clarification. He/she will then permit opportunity for informal questions and statements of clarification by each party, or by their representatives.
4. At the conclusion of the hearing, or as soon thereafter as possible, the Hearing Officer shall make a decision as to the disposition of the matter.

In considering alternative dispositions, the Hearing Officer will consider the student's past record.

In no event shall the Hearing Officer make a decision that will result in a suspension of longer than five days.

In some situations, the Hearing Officer may recommend that no penalty be imposed. In other situations he/she may suggest that some alternate clinical approach toward solution be taken not involving suspension.
5. If the decision of the Hearing Officer is for suspension and the student does not accept this disposition, the suspension shall be stayed pending the right of the aggrieved to appeal to a tripartite board.
6. The tripartite board shall consist of three members. We recommend a student, an administrator, and a teacher, with the chairman of the board being selected by the members.

The hearing before this Board shall be conducted according to the rules set out by the American Arbitration Association, with the necessary adjustments made to handle this type of case. The teacher should put forth his/her case first and the aggrieved party will then go forward.

Both parties will have the right to cross-examine the other party. The Hearing Officer should not disclose the prior recommendations to the Board, but should be able to give background information on the student.

Written notes (although stenographic notes are not necessary) should be taken by one of the members of the Board.
7. At the conclusion of the appeal hearing or as soon as possible thereafter, the Board should make a recommendation for the disposition of the matter. In no event should a suspension be for more than five days. This recommendation should be forwarded to the principal of the affected school for his/her determination.
8. Based on the recommendations and other factors that he/she might consider, the principal should make a decision. If this decision involves the penalty of suspension, the student is suspended then and there, despite the fact that he/she might appeal to a higher authority.

SOURCE: Codes of Student Discipline and Student Rights, ERS Report (Arlington, VA: Educational Research Service, 1975), pp. 23-24.

A sample brochure is shown in sample 6.

Bear in mind that, in order for any of these messages to be understood, they must be in a language understood by the audience. Do not use acronyms or educational jargon. If you have students or parents with limited English proficiency, you must prepare oral and written messages in their native language. They cannot be expected to comply with policies they cannot comprehend.

The Handbook

The most common mode used to disseminate information about discipline policies and procedures seems to be the handbook: the student handbook, the faculty handbook, the parent handbook, the administrator handbook. When these are well written and produced, they can be the most effective dissemination tool you have. Everything's down in black and white. The content can be discussed in class. The content can be reviewed when problems arise, to reinforce the limits established. All recipients of the handbook can be asked to return to you a signed paper indicating that they have received and reviewed the contents. When problems arise, these people cannot claim ignorance of the rules and consequences.

This content can be a part of a more general handbook covering programs offered, services available, grading system, transportation, food services, lockers, lost and found, sports, clubs, and other general information, as well as policies and procedures governing behavior and discipline. Such a handbook often includes a school calendar and map of the building as well. Or, to emphasize its importance, the policy handbook can be a separate document from the general information handbook.

In the Springfield Public Schools (Illinois), there is a Discipline Handbook Series: one handbook for faculty, one for elementary students, one for middle/high school students, and one for parents. The handbooks are simply prepared but attractive, with lots of white space and simple graphics to break up the text. The meat of all handbooks is similar, but each contains some specific information directed to the particular audience addressed. All contain a listing and explanation of all rules, rights, responsibilities, and disciplinary responses. The student handbook contains, in addition, a message to students concerning discipline and the purpose of the handbook, and it includes a page concerning "A well-disciplined school: what's in it for me?" The faculty handbook describes (1) the roles of the teacher, counselor, and principal; (2) how school discipline committees will be formed and operated; (3) what alternative discipline programs exist; (4) forms for referral; and (5) references that can be read for further information concerning discipline. The parent handbook includes a chart that shows the procedure to follow in solving problems, i.e., whom to contact at the school, in what order. Sample 7 shows an example of another student policy handbook.

SAMPLE 6

LEVEL OF MISBEHAVIOR	EXAMPLES	PROCEDURES	DISCIPLINARY OPTIONS
LEVEL I Minor misbehavior on the part of the student committed on school property or in school-related activities that impedes or interferes with the orderly operation of the school. These misbehaviors can usually be handled by an individual staff member but may require the intervention of other school support personnel.	Tittering Harassment/Teasing Classroom tardiness Abuse of language/behavior Consistent failure to complete assignments or carry out directions Classroom/building disturbance Dress that is disruptive, unsafe, unsanitary, or obscene	Staff to maintain communication with the staff member who is supervising the student or who observes the misbehavior. A proper and accurate record of repeated offenses and disciplinary action must be maintained by the staff member. Personal contact may be made by the teacher and/or administrator.	Verbal Reprimand Special Assignment Instructional Contact Withdrawal of Privileges Seclusion Personal Contact/Conference Referral
LEVEL II Misbehavior, the frequency or seriousness of which tends to disrupt the learning climate of the school. The infractions, which usually result from the continuation of LEVEL I misbehaviors, require intervention on the administrative level because the execution of LEVEL I disciplinary options has failed. Included are misbehaviors that do not represent a direct threat to the health and/or safety of others but whose educational consequences are serious enough to require corrective action.	Continuation of unspecified LEVEL I misbehavior School tardiness Truancy Using forged notes or excuses Disruptive classroom behavior Cutting class and/or detention Defiant failure to complete assignments or carry out directions of school personnel Smoking Obscene language or gesture Cheating, lying, and misrepresentation	Repeated misbehavior requires a conference between the student, administrator, and/or teacher. The administrator works with the teacher, parents, and student (as required). A proper and accurate record of the offense and the disciplinary action is maintained by the administrator. The teacher must be informed of the administrator's action. Smoking offenses must be reported to the fire Marshall.	See LEVEL I action Behavior Modification Referral Out-School Suspension

SOURCE: "Code of Student Behavior" (Haverford, PA: Haverford Township School District, 1981).

LEVEL OF MISCONDUCT	EXAMPLES	PROCEDURES	DISCIPLINARY OPTIONS
LEVEL III Actions against people or property, the consequences of which do not seriously endanger the health or safety of others. These actions may be considered criminal but can, in most cases, be handled within the disciplinary structure in the school. Corrective measures depend on the school's resources for remedializing the situation in the best interests of all students.	Continuation of unmodified LEVEL II misbehavior Spontaneous fighting Threats and/or extortion Chronic cutting and/or truancy Insubordination Harassment--verbal or physical Forgery (school-related documents) Stealing Possession and/or use of unauthorized substances (drugs, alcohol, chemicals, etc.) Vandalism/Graffiti Obscene language/gesture to staff	Intervention if appropriate. Referral to an administrator. Administrator begins disciplinary action by investigating the infraction and conferring with staff. Administrator meets with student and confers with parent about the misconduct and disciplinary action to be taken. Administrator keeps accurate record of offenses and disciplinary action and informs staff of them. In some cases, the police will be contacted regarding these major offenses. Specialized counseling and/or referral to outside agency may be necessary.	Removal from Class Alternative Program In-School Suspension Out-of-School Suspension Work Detail Restitution of Property and Damages Expulsion
LEVEL IV Actions resulting in violence to another person or property or posing a direct threat to the safety of others. These actions are clearly criminal and must require administrative reactions resulting in the immediate removal of the student from the school. The intervention of law enforcement agencies/authorities and/or action by the school board will ensue.	Possession, use, and/or transfer of weapons (Act 167) Sale and/or transfer of unauthorized substances (drugs, alcohol, chemicals, etc.) Major theft (includes possession and/or sale of stolen property) Arson in or around school building or on school buses Tampering with fire alarms and/or extinguishers False fire alarms and/or bomb threats Breaking and entering Assault/Battery Vandalism Any other criminal acts committed at school or during school-related activities	Building administrator verifies offense, confers with staff involved, and meets with student. The student is immediately removed from the school environment. The parents are notified. Law enforcement officials are contacted. A complete and accurate report is submitted to the Superintendent and to the Board of School Directors. A referral may be made to outside agencies.	Suspension Expulsion Alternative Placement in/out of District Other Appropriate Board Action Restitution of Property and Damages

SAMPLE 7

POLICIES AND PROCEDURES OF BEHAVIOR AND DISCIPLINE GOVERNING STUDENTS' RIGHTS AND RESPONSIBILITIES

THIS BROCHURE IS PREPARED AS A SERVICE TO STUDENTS AND PARENTS BY THE BOARD OF EDUCATION OF THE SCHOOL DISTRICT OF THE CITY OF SAGINAW, MICHIGAN. THE POLICIES AND PROCEDURES LISTED IN IT HAVE BEEN AUTHORIZED BY THE BOARD TO PROVIDE FOR THE WELFARE OF ALL STUDENTS IN THE SAGINAW PUBLIC SCHOOLS. ALL POLICIES, REGULATIONS, DEFINITIONS, AND PROCEDURES HAVE BEEN PREPARED TO COMPLY WITH THE LAWS OF THE STATE OF MICHIGAN.

THE REASONS FOR THESE RULES

The community of Saginaw has a right to expect the students in the Saginaw Public Schools to maintain satisfactory standards of citizenship and behavior if these students wish to participate in the educational opportunities provided by the community throughout the public schools. Careful planning and guidance are essential if each individual student is to grow and develop the fullest measure of maturity. The administration of discipline to students in the Saginaw Public Schools is a challenging task that requires individual judgment, demands thoughtful planning, requires rational techniques, and needs consistent actions. The teachers and administrators are to carry out their assignments in such a manner as to avoid discrimination, deprivation of due process, or capricious, clearly unreasonable, or unlawful actions. They must be cognizant of students' rights and due process and must convey both to the study body. Only by such education can the student be expected to respond in terms of the laws that govern us all. Students whose conduct interferes with the educational process of the school district will make it necessary for the school to take appropriate disciplinary action, which may in some instances result in the immediate suspension or dismissal of the student from school. Teachers and administrators, as representatives of the Board of Education, have the freedom to use a variety of procedures in the disciplining of these students who have not indicated a willingness to accept responsibility as an integral part of student behavior in which rights and privileges are enjoyed. The discipline as applied, which reflects local norms and mores, will be commensurate with the offense and will follow the guidelines of administrative regulation or prerogative as delineated in the Personnel Handbook and Student Handbook.

A WORD FROM THE ATTORNEY GENERAL

The Attorney General has ruled that a local Board of Education is not compelled, upon the request of a parent or guardian, to provide 180 days of student instruction to a student who has been suspended from school for a specific number of days or who has been expelled from school and later reinstated.

SEPARATION FROM SCHOOL

Two types of exclusion are recognized: suspension and expulsion. Expulsion is solely within the province of the Board of Education and is its direct responsibility. Suspension is delegated to the Superintendent and his/her staff. Expulsion will be resorted to only when it is evident that there is little or no possibility of the student's being able to benefit from continued school experience and/or that his/her presence would be disruptive to the school program.

A building principal may temporarily suspend a student from school not to exceed ten (10) days. Such suspension is for the purpose of effecting a conference with the parents, to prepare a case for extended suspension or exclusion before the Board, to cause administrative machinery to operate on behalf of the student, and/or to safeguard the other students in the building from the youth so suspended.

Extended suspension or expulsion will be authorized and ordered only when, in the judgment of the Superintendent or his/her administrative staff, the interests of the school and students demand, and when, in this judgment, a student has committed acts of gross misbehavior or misconduct or persistent disobedience, or his/her habits or bodily conditions are detrimental to the school or the instructional program.

Suspension or expulsion upon the basis of physical or mental handicaps are, in addition, subject to the limitations and conditions imposed by Public Act 198, Public Law 94-142 and Section 5.4 of the Civil Rights Acts.

Investigations shall be conducted immediately and, where pertinent, a written report delivered to the Superintendent or members of his/her administrative staff in cases of suspected misconduct or conditions warranting suspension or expulsion.

THE RIGHT TO DISSENT

Dissent is part of our cultural heritage. The Board recognizes the right of dissent, provided it does not disrupt, lead to violence, or interfere with the operation of the school.

SOURCE: "Policies and Procedures" (Saginaw, MI: School District of the City of Saginaw, Michigan, 1981-82).

EXAMPLES AND DEFINITIONS

A student may be suspended from school for a definite period of time by the principal or a designated representative for persistent disobedience, gross misbehavior or misconduct. Examples of gross misbehavior or misconduct include the following:

1. Arson--The willful and malicious burning of or attempt to burn any part of any building or any property of the School District of the City of Saginaw.
2. Classroom disruption--The act of being involved in behavior that disrupts the educational process of other students in the classroom or disregarding the suggestions and corrective effort of the teacher.
3. Distribution of unauthorized materials--The act of distributing materials on school property without authorization of the building administration.
4. Drugs and behavior-altering substances--Possession, use, or transfer of any stimulating, depressing, or behavior-altering substance without a medical prescription or any form of hallucinogenic drug, marijuana, or alcohol.
5. False alarms--The act of knowingly initiating a fire alarm or initiating a report warning of a fire or an impending bombing or other catastrophe without just cause.
6. False reports--The act of knowingly reporting false incidents, making false accusations, or giving false testimony to school personnel that would affect the welfare of others.
7. Fighting--The act of involving hostile, bodily contact in or on school property, or going to or from school, including any activity under school sponsorship (e.g., dance, athletic event). The issue of self-defense, if involved, must be validated.
8. Fireworks or explosives--The act of possessing, using, or threatening to use any substances or prepared chemicals on school property that explode or cause explosion and are capable of inflicting bodily injury.
9. Forgery and deception--The act of falsely using, in writing, the name of another person, or of falsifying times, dates, grades, addresses, or other data on school forms.
10. Gambling--The act of engaging in any game of chance for money or valuables on school property.
11. Indecency--The act of engaging in conduct that is contrary to commonly recognized standards of propriety and behavior.
12. Insubordination--The act of failing to respond to or carry out a reasonable request by authorized school personnel.
13. Intimidation--The act of threat by force or verbalization against fellow students and/or Board of Education employees.
14. Littering--The act of willfully littering on school property or on private property to and from school.
15. Loitering--The act of being in or about any school building, or in specifically restricted areas of a school building, at unauthorized times or without the specific authorization of the school's personnel.
16. Obscenity--The act of using language in oral or written form, pictures or caricatures, or gestures that are offensive to the general standards of the school and/or the community.
17. Physical assault--The act of physically attacking any student or Board of Education employee on school property or going to or from school, including any activity under Board sponsorship.
18. Possession or use of weapons--The act of having, using, or threatening to use any weapon or instrument capable of inflicting bodily injury.
19. Shakedown and/or strong arm--The act of extortion or borrowing or attempting to borrow money or things of value from a person in the school, unless both parties enter into the agreement freely and without the presence of either an implied or expressed threat.
20. Smoking--The act of violating the Michigan Anti-Cigarette Law as amended by the age of majority ruling, "... no minor (under age 18) may purchase, possess, or use cigarettes" (Public Act 1948, 722, Sec. 2).
21. Theft and possession of stolen property--The act of taking or acquiring the property of others without their consent.
22. Truancy and tardiness--The act of unauthorized absence or being late to school or classes for any period of time.
23. Unauthorized petitions--The act of presenting or distributing petitions without approval of the building administration.
24. Unauthorized student demonstration--The act of demonstrating without the authorization of the building principal. Dissent is part of our cultural heritage. The Board recognizes the right of dissent, provided it does not disrupt, lead to violence, or interfere with the operation of the school.

25. **Vandalism**--The act of willful destruction or damage to property belonging to the school or others while under school jurisdiction.

The above examples are not the only acts or conditions for which suspension or expulsion is warranted, nor do they in any way limit this policy.

INTERPRETATION OF DISCIPLINE POLICIES AS THEY PERTAIN TO ATHLETICS

The basic principle of democracy in America is based on the fact that each person in our society has rights with responsibilities. The policies of the School District of the City of Saginaw have been designed with the full intent of protecting the rights of individuals as long as their rights do not interfere with the rights of others. The time when we can hurt other people in our society must be over. Whenever we have fights and incidents in our schools, it sets back human relations and human understanding dramatically. There are adequate legal means operating both within our nation and within our schools by which each of us can protect our own rights and have the opportunity to change conditions without resorting to violent behavior.

As a result of gross misbehavior on the part of some of our students at athletic contests, and in an effort to ensure the educational process and rights of all students, the following administrative actions have been taken:

1. Actions of a violent nature or actions to promote violence will not be tolerated. This includes the violation of other persons involving touching, irritating, or purposefully disturbing other students.
2. Incidents between individuals where the parties violating Board policies are identified and disciplined accordingly will result in those individuals being suspended, and they will be barred from all athletics as participants or spectators for the balance of the year, with forfeiture of their school awards.
3. Group incidents may result in that school or schools being dropped from competition in all sports for the balance of the school year unless students taking part are identified and properly disciplined. Example: If a group of students from school "A" attacks a student or students from school "B" and all involved are not properly disciplined, school "A" will be dropped from competition. This places responsibility on each student.
4. Any identified student taking part in disturbances or injuries to other students will be prosecuted. This involves both school disciplinary procedures and the filing of formal charges through the courts. Example: A student hitting or striking another student will be suspended from school to the full extent of Board policies, and school officials will file charges with the police department.

THE RIGHT OF EXPRESSION

Distribution, circulation, and/or posting of printed material. It shall be the policy of the Saginaw School District to recognize and protect the right of student expression through the distribution of printed materials and to balance these rights with the interests of an orderly and efficient educational process and healthy school environment.

In order to protect the right of student expression, the principal shall use the criteria established by the Board of Education in making his/her decision to approve or disapprove the distribution, circulation, or posting of printed material.

Prior to the distribution of approved materials, the principal or a designated representative and the student or group of students shall cooperatively establish the time, manner, and place of distribution.

THE RIGHT TO PETITION

Students should be allowed to present petitions to the building administrators. Collection of signatures shall be limited to before and after school hours. Petitions must be free of obscenities, libelous statements, or personal attack, and must be presented within bounds of reasonable conduct. The following guidelines shall be adhered to:

1. Students shall not be coerced concerning the signing of a petition.
2. Circulation of a petition shall not interfere with the normal operation of the school.
3. All petitions shall be acted upon at the building level and replies made to the petitioner at the earliest possible time.

SHORT-TERM SUSPENSION PROCEDURES (10 DAYS OR LESS)

If a student is to be suspended for ten or less school days, the school must do the following:

1. Inform the student of the charges either orally or in writing.
2. If the student admits the charges, the school will notify the parent, discipline may be imposed, and the administrator must make a record of action taken that includes the following:
 - a. Specific charges and date(s) of the occurrence.
 - b. Disciplinary action taken, including dates of the short-term suspension and facts of the case.

3. If a student denies the charges, a hearing must be scheduled. A hearing involves the following:

- a. The hearing will be held at the building level and conducted by the principal or a designee.
- b. The hearing should be held as soon as possible with parent involvement encouraged.
- c. The student is minimally entitled to an explanation of the evidence and an opportunity to respond to the evidence and to offer his or her version.

If the school believes that allowing the student to remain in the building for a hearing will create "continuing danger to persons and property," or will threaten to disrupt the educational atmosphere of the school, the school may suspend the student without a hearing. However, the school should schedule a hearing within 72 hours.

EXTENDED SUSPENSION PROCEDURES

If a student is to be suspended for more than ten school days, the school must do the following:

1. Inform the student of the charges orally and in writing.
2. If the student admits to the charges, the school will notify the parents of the recommended discipline. If the student does not admit to the charges, a written documentation of this must be included in the report, and the administration must make clear the reasons for the decision to recommend suspension. The school must make a record of action taken, which is the basis for the recommendation of extended suspension:
 - a. Specific charges and date(s) of the occurrence.
 - b. Action taken at the building-level investigation.
 - c. The exact date(s) of the recommended extended suspension, which includes the time for re-admittance to school.

On any recommendation for an extended suspension (more than 10 school days), the principal shall use his/her prerogative to suspend up to ten days, which gives the Superintendent or a representative time to review the case and make a decision. Under an extended suspension, the Superintendent or a designee will do the following:

1. Following the review of a case, the Superintendent or a designee shall inform the parents of a minor student of the recommendation and provide the opportunity for presentation of the student case before a final decision is reached. Students who are eighteen or over can represent themselves in any conference with or without assistance. If parents or adult students fail to show for a conference or if they agree with the recommendation of the principal and do not desire to be heard, the recommendation becomes effective immediately.
2. After a case has been reviewed with the student, parents for students under eighteen, and school representatives (e.g., principal, teachers, social worker, diagnostician), a final disposition will be reached by the Superintendent and/or a designee, and all parties shall be notified in writing of the decision.
3. Extended suspensions should never be longer than one semester and a date for re-entry should be given at the time suspension becomes final.
4. During the time a student is separated from the regular school program, efforts will be made to provide alternative educational opportunities, within the limitations of facilities and financial capabilities. Moreover, contacts can be made with other service agencies in an attempt to meet the student's needs (e.g., diagnostic, social, and employment agencies).
5. In the event that a minor student and his/her parent or an adult student does not agree with the decision of the Superintendent or a designated representative, an appeal may be made to the Board of Education.

EXPULSION PROCEDURES

The same procedures shall be followed for expulsion as those for extended suspension. The one exception is that no date is given for re-entering school. However, a date should be given for a review of the case. A student may or may not be re-admitted following the review of the case.

RIGHTS AND PRIVACY OF STUDENT RECORDS

In order to adequately protect the rights and privacy of students and parents regarding the student records maintained and kept by the School District of the City of Saginaw, the Board of Education has established a policy of not revealing or releasing information or records regarding students, in accordance with The Family Educational Rights and Privacy Act of 1974, without the approval of the parent or the student if he or she has reached the age of majority.

POLICIES

The complete policies of the Board of Education covering students are available for your inspection at the principal's office in all the schools, at the Board of Education Administration Building, and in the libraries of all school buildings. In addition it is the policy of the Board of Education that each school has prepared a grievance procedure for use by students.

Educational Activities

You can stop with just disseminating and discussing the discipline policies and procedures, but many schools are augmenting these activities with actual educational activities related to self-discipline. There are courses, mini-courses, or units offered in citizenship, values clarification, and self-concept development. By encouraging students to clarify their values and improve their self-concepts through specific exercises--role-playing, debates, open-ended questions, problem solving, decision making--it is hoped that students will begin to develop self-discipline and the confidence to make wise decisions.

On a recent Today show, a researcher presented some interesting data related to this type of education. The literature is full of evidence that programs that are designed to prevent or reduce student use of tobacco, drugs, and alcohol through information or fear tactics simply do not work. This researcher has been using a program designed to increase students' self-confidence and self-concepts--their ability to be accepted by their peers and to say no. According to this researcher, the results in decreased smoking have been substantial.

Rule Enforcement

Once in place, the disciplinary policies and procedures must be enforced--equitably, assertively, resolutely, consistently, continually, fairly, and firmly. All faculty, staff, and administrators must be unified in this enforcement effort. Consider the following example:

Mr. Hardy once taught in a school where a new administrator came on board at the beginning of the school year. The administrator was dynamic and enthusiastic and seemingly confident in his beliefs. The staff and students looked forward to a good year. But then they learned better.

He came down hard on staff to enforce rules. He talked at length about this during a staff meeting, and he specifically mentioned that jeans were not to be worn in school. Those who subsequently followed his orders to send jean-wearing students to the office were amazed to find that the students returned to them immediately, confused. The students were told in the office that the teachers should not have sent them. Too, teachers could watch the principal walk blithely past jean-wearing students with nary a word. The teachers became reluctant to enforce the rules since it was no longer clear what they were. Students resented having to obey one set of rules with some teachers and another set with other teachers.

One day, a teacher was dealing with a problem in the hall. A student had done something wrong and the teacher was handling it, in her own way, just fine. The principal came on the scene and, with no knowledge of the situation, grabbed the offending lad and slammed him into the lockers, screaming at him all the while, and then shoved him toward the stairs with a directive to report to the office. The student walked out the

front door instead and kept right on walking. Not only had the principal created a problem that hadn't existed, his actions undermined whatever relationship the teacher was trying to build with the student and indicated that he didn't trust her to handle her own problems.

By midyear the school climate was poor and discipline was a problem. The superintendent, who had heard only the principal's side of the story, castigated the staff in writing for their divisiveness and lack of school support. In fact, most of the problems could be charged directly to the principal and his lack of consistency.

In short, if administrators, faculty, and students have an adversary relationship, you cannot hope to create a climate of self-discipline. One does not cooperate with the enemy; one seeks to outsmart and outmaneuver him or her. And the quickest way to create an enemy is to treat a person unfairly or without trust.

Incentives for Self-Enforcement

One way to ensure that students comply with the policies and exert peer pressure to ensure that others comply is to offer educationally sound incentives. Student committees can be formed to provide rumor control services, to operate an information booth, or to advise the school administrators concerning how to solve discipline problems. Many schools have begun to provide monetary incentives to reduce vandalism. For example, a student vandalism committee is appointed and given responsibility for the sum of money allotted to repair damages caused by vandalism. At the end of the year, any remaining funds are transferred to the student activity fund. This is a powerful incentive to students to make sure that vandalism does not occur.

Rule Renewal

In one school in the '70s, there was a rule that boys had to wear socks with sandals. Only the boys. There wasn't a teacher or student in the school that supported the rule in their hearts. However, there was nothing that could be done to change it. Student council recommendations, student petitions, and faculty pleas all fell on deaf ears. The principal was unshakable on the subject.

If your policies and procedures are to be obeyed and enforced, there must be a mechanism for making needed changes. This is often accomplished by appointing an ombudsperson, student group (e.g., student council), or representative task force to consider concerns or problems with rules or discipline and to make suggestions concerning solutions. The function of this person or group can be reactive, proactive, or both. Students and staff can take problems to the appropriate source for consideration. Or a discipline committee can evaluate the climate, identify problems, select one or two problems to tackle, and develop an action plan targeted at the problem areas. Either way, these mechanisms help to ensure that the policies and procedures

remain current and functional and that the organizational climate grows and develops in the right direction. Sample 8 shows how one such discipline committee operates.

Staff Development

The final--continuing--support needed for the management of the school is a staff development program.⁶ Schoolwide discipline must be supported by classroom discipline, and your teachers need help in learning to establish order there and in helping their students develop self-discipline.⁷ You, too, as an administrator need to participate in professional development activities to improve your administrative skills in many areas, one of which is school discipline. Workshops and conferences concerning discipline and legal considerations should be provided. A resource library, which includes readings on discipline, should be available to staff. Teachers and administrators should include in their professional development plans activities designed to improve discipline. Supervisors, peers, and master teachers skilled in maintaining discipline should be encouraged to share their knowledge and provide assistance to others. Sample 9 shows some discipline models, texts, media, and instruments that could be included in such a staff development program.

With the right environment, administrative support, total staff and student involvement and commitment, the involvement of parents and others in the community, and continuing growth and improvement through staff development activities, school discipline can be maintained--can, in fact, begin to maintain itself!

Samples 10, 11, and 12 provide descriptions of the discipline programs at three actual schools.

6. For information on staff development, you may wish to refer to Provide a Staff Development Program, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1981).

7. To help your faculty gain skill in improving classroom discipline, you may wish to refer them to Module E-7, Assist Students in Developing Self-Discipline, Second Edition, part of the Professional Teacher Education Module Series produced by the National Center for Research in Vocational Education (Athens, GA: American Association for Vocational Instructional Materials, 1982).

SAMPLE 8

OPERATIONAL SUGGESTIONS FOR SCHOOL DISCIPLINE COMMITTEES

It is imperative that there be maximum cooperation among students, parents, school staffs, and the community if good discipline is to be maintained in each school. It is for this reason that each principal is required to establish a school discipline committee for the school.

Purpose. The purpose of the discipline committee is to encourage cooperative efforts among students, parents, staff, and concerned citizens in order to improve and maintain proper behavior.

Committee membership. The discipline committee must include representation from the following groups: parents, students (especially in schools enrolling seventh through twelfth grades), teachers, other school staff, and administrators. Community persons may be included at the discretion of the committee. We would like to suggest this committee composition be as follows:

A. Secondary School Discipline Committee (not to exceed 12)

1. One principal
2. Three students
3. Three staff members
4. Three parents
5. Two positions to be filled by citizens or noncertified personnel

B. Elementary School Discipline Committee (not to exceed 10)

1. One principal
2. Three staff members
3. Three parents
4. Three positions may be filled by citizens or noncertified personnel

(Students should represent all ability and behavior levels. Also, make every attempt to keep an equal number of parents, teachers, and students.)

Role of the committee. Because the principal is legally accountable to the Superintendent for the operation and administration of the school, it should be clearly understood that this committee and all subcommittees are advisory to the principal. In order to avoid philosophical or operational impasses, the principal and the committee should have a clear understanding about communication and decision making in the school. It is hoped that all principals will be sensitive to and take the initiative in promoting a level of cooperation among the committees that will transcend any issues concerning authority. Principal shall be the chairperson. It is imperative this be a working committee. Therefore, the chairperson shall delegate responsibilities to the committee and subcommittee members.

Meetings. The school discipline committee and all required committees should probably meet at least once a month during the school year. Meetings may, however, be held as frequently as the committee members feel is necessary to accomplish the goals and action plans it has set. The time for such meetings should be when mutually convenient for a majority of the members. Minutes of each meeting should be maintained and kept on file in the school.

Subcommittees. The committee(s) may decide to create smaller subcommittees that can assist in implementing action plans. Any subcommittees established should report to the parent committee at regular meetings.

Suggested procedures:

1. Committee orientation--There may be a district presentation.

A. Purpose of the committee; overall mission

B. Membership responsibility

1. Time commitment
2. Input

C. How a committee functions

The activities of each committee will vary depending upon the needs of the school, the amount of time that the committee can devote to its mission, the cooperation of the faculty, and the availability of resources for program development. The following activities are suggestive and may be modified as needed. Some are rather simple, others much more venturesome. As a starter, the committee will probably want to try something "safe" until it gains enough confidence and exposure to take on more ambitious projects.

SOURCE: Discipline Handbook for Faculty, pp. 45-48.

- II. Conduct a simple needs assessment
 - A. Suggest simplified needs assessment
 1. Survey perceptions and attitudes of staff, students, and parents
 2. Prioritize concerns expressed in survey
 3. Address those concerns for which the committee feels solutions are a possibility
 - B. Report progress, at least on a yearly basis
- III. Develop realistic goals/objectives based on needs--A word of caution: It is far better to do one project well than attempt to do too much.
- IV. Determine a plan for implementing the objectives--See action model under Item IX.
- V. Use resources available within the community and the school system--Suggested areas of resource are as follows:
 1. School support services (counselors, special education staff, psychological services personnel)
 2. Consultants from universities; clinics
 3. Programs from other communities (and other materials from the office of the Director of Instruction)
 4. ISBE will do an ERIC Search for you on material and programs on discipline. Sangamon State University has the same facility.
 5. Service agencies (Police, Youth Service Bureau, Juvenile Office, Child and Family Service, etc.)
 6. Cincinnati has excellent resource list in its district handbook on discipline
 7. District #105 materials
- VI. Determine a means of measuring the degree of success in attaining each project
 - A. Periodic progress reports
 - B. Periodic review of accumulated data
- VII. Assign various committee members the responsibility for implementation of the actions or activities
- VIII. Determine dates for the completion of each activity or action
- IX. Devise a simple six-column chart showing objectives, action steps, responsibility, completion date, and indicators of success for the work of the committee [see p. 39]
- X. Keep a file of all action activities, procedures, and the like; other schools and their committees may want to use your plan
- XI. Compile an evaluation report of the work of the entire committee by the end of the school year
 - A. Analysis of data and what it indicated
 - B. Attitude survey of committee and same groups tested in the needs assessment
- XII. Build a strong public relations program to (1) develop a broad base of support for the committee from students, parents, teachers, and the community; (2) keep everyone informed about the objectives of the committee; and (3) help people who might volunteer their assistance for one or more activities. We suggest using the following devices:
 - A. Newsletters
 - B. News media
 - C. Periodic progress reports to all involved and affected
 - D. Opening up committee meetings to the public
- XIII. The committee is to serve for one year. The selection of next year's committee shall follow the same procedures.

MODEL - GOALS AND OBJECTIVES FOR SCHOOL X

Goal	Objectives	Action Steps	Responsibility	Completion Date	Success Indicators
To improve attendance at School X during the current school year.	The discipline committee will work closely with the school staff and building principal to reduce student absenteeism by 24% during the current school year.	(a) Identify parent volunteers who will phone (on a daily basis) the homes of students who are absent in order to determine why they are not in school.	Mary A. Phillips Paul Phillips	Sept. 30	Roster of parent volunteers
		(b) Recruit community residents to serve as hall monitors during the first two hours of the school day to reduce class cutting and insure that students will attend the home-room period.	Allen Turner Cliff Jones	Oct. 15	Names of residents to serve as monitors
		(c) Develop spot announcements for local radio stations which will urge parents to call the school if they suspect that their child may be truanting.	Margie Long	Dec. 12	Series of spot announcements
		(d) Sponsor special awards and other incentives for students who have perfect attendance.	Sue Allen Jim Wiley	Apr. 5	Names of awards, incentives, etc.
		(e) Invite the visiting teacher to meet with the committee in order to determine how it might assist in curbing chronic cases of absenteeism.	James Smith	Mar. 18	Meeting with visiting teacher

SAMPLE 9

STAFF DEVELOPMENT TOPICS AND RESOURCES CONCERNING DISCIPLINE

Models and Techniques

Reality Therapy

Reality therapy recommends that punishment be banned. Instead the emphasis is on helping students develop and carry out plans for alternative actions. According to this approach, the teacher must (1) be personal, (2) focus on present behavior, (3) have student evaluate own behavior, (4) develop plan with student for alternate actions, and (5) obtain commitment to the plan from the student. If necessary, the student is given "time out" to settle down before making plans for improvement.

William Glasser, Reality Therapy (New York, NY: Harper and Row Publishers, 1966).

LEAST

According to Roger Erskine, who heads the discipline program for the Pennsylvania State Teacher Association, "the LEAST program teaches teachers how to do as little as possible to maintain control, because any time you create a disruption in responding to misbehavior, you lose teaching time." LEAST stands for the five steps involved: (1) leave the behavior alone, (2) end the disruption indirectly, (3) attend more fully to the reasons behind the disruption, (4) spell out directions to the student, and (5) track student's misbehaviors and progress.

LEAST (Washington, DC: National Education Association, n.d.).

Systematic Management Plan for School Discipline (SMPSD)

This system is "based on the belief that a school consists of interdependent organizational components, many of which exert some impact on the creation and resolution of student behavior problems." Seven key organizational components, a list of SMPSD goals and recommendations, and a school discipline assessment form are provided to help educators develop a school discipline management plan.

Daniel Linden Duke, Managing Student Behavior Problems (New York, NY: Columbia University, Teachers College, 1980).

Teacher Effectiveness Training (T.E.T.)

According to T.E.T., teachers spend too much time using repressive and power-based methods that invite student resistance, retaliation, and rebellion. Students need to have a voice in decision making. Communication is of primary importance to discipline. In T.E.T., teachers learn to let whomever owns problems be responsible for solving them (problem ownership). If the student owns the problem, the teacher's role is to provide a sounding board and let the student solve the problem him/herself (active listening). If the teacher owns the problem, he/she needs to communicate to students what behavior is causing the problem, what its effect on the teacher is, and how this makes the teacher feel (I-messages). If both teacher and students own the problem, then both must use problem solving to work out an acceptable solution (negotiation).

Thomas Gordon, Teacher Effectiveness Training (New York, NY: David McKay Company, 1975).

Assertive Discipline

The basis of assertive discipline is that educators need to set firm and consistent limits for students, while remembering each student's need for warmth and positive support. In inservice training sessions, teachers learn five competencies: (1) to identify wants and needs, (2) to set limits, (3) to use positive follow-through, (4) to plan, and (5) to ask for help. The assertive

teacher immediately recognizes and reinforces appropriate behavior but does not tolerate behavior that interferes with teaching and learning.

Lee Canter, Assertive Discipline: A Take Charge Approach for Today's Educator (Seal Beach, CA: Canter and Associates, 1976).

Transactional Analysis

Transactional analysis can be a method of enhancing classroom communication. Three ego states--parent, child, and adult--are described, and one learns to analyze, understand, and pay attention to what goes on between two or more persons. According to this theory, complementary transactions that involve adult/adult communication rarely lead to discipline problems.

Thomas A. Harris, I'm OK--You're OK: A Practical Guide to Transactional Analysis (New York, NY: Harper and Row Publishers, 1969).

Classroom Management: An Analytic-Pluralistic Approach

This is a method for increasing teacher classroom management competence by providing teachers with a wide range of alternative management techniques to choose from. Teachers can then manage the classroom by completing four steps: (1) specifying desirable classroom conditions, (2) analyzing existing classroom conditions, (3) selecting and using managerial behaviors, and (4) assessing managerial effectiveness.

Wilford A. Meher, Classroom Management: An Analytic-Pluralistic Approach (Lexington, MA: D. C. Heath and Company, 1979).

Behavior Modification

Behavior modification theorizes that learning depends on events that occur after a certain behavior. In other words, if you reward good behavior, it will reoccur; if you ignore undesirable behavior, it will be extinguished. Some teachers criticize this approach, indicating that it ignores the need to curb misbehavior (e.g., fighting) immediately. Used in conjunction with other approaches, however, behavior modification can be useful.

B. F. Skinner, About Behaviorism (New York, NY: Random House, 1976).

Logical Consequences

According to Dreikurs, misbehavior occurs because a young person has developed faulty beliefs about him/herself that lead to his/her having goals that may lead to misbehavior. For example, if the young person wants attention and feels he/she cannot get it through normal means, he/she will use unacceptable means. To eliminate misbehavior, the teacher is encouraged to let the young person experience the natural or logical consequences of his/her behavior.

Rudolf Dreikurs and Vicki Soltz, Children: The Challenge (New York, NY: Hawthorn Books, 1964).

Rudolf Dreikurs and Loren Grey, Logical Consequences: A New Approach to Discipline (New York, NY: Hawthorn Books, 1968).

Hierarchy of Human Needs

Maslow's hierarchy of human needs includes six need-levels: (1) physical needs, (2) security and safety, (3) love and belonging, (4) respect and self-esteem, (5) knowledge and understanding, and (6) beauty and self-actualization. Individuals cannot reach higher levels when their needs at lower levels are not being met. Students cannot value knowledge if they are hungry or worried about family problems. Thus, misbehavior occurs when the school's or teacher's goals don't match the felt needs of the student.

Abraham Maslow, ed., Motivation and Personality, Second Edition (New York, NY: Harper and Row Publishers, 1970).

Abraham H. Maslow, Toward a Psychology of Being, Second Edition (New York, NY: Van Nostrand Reinhold Company, 1968).

Values Clarification

Misbehavior is often caused by the fact that students have unclear values, according to this theory. If you can help them clarify their values, you can help change negative behaviors. In a nonjudgmental, accepting environment, students discuss questions of value and learn to (1) prize their own beliefs and behaviors, (2) choose their own beliefs and behaviors, and (3) act on their own beliefs.

Louis Raths et al., Values and Teaching, Second Edition (Columbus, OH: Charles E. Merrill Publishing Company, 1978).

Moral Reasoning

Kohlberg feels that conflicts (discipline problems) occur when a person is at a different moral level than the teacher, school, or other authority, or is being treated as if he/she were at a different moral level than he/she actually is. However, Kohlberg feels that moral development is a cognitive skill that involves making judgments and progresses through stages. It can be taught by exposing students to a series of moral dilemmas and allowing them to examine their decision-making processes.

Lawrence Kohlberg, The Philosophy of Moral Development: Essays in Moral Development, Volume 1 (New York, NY: Harper and Row Publishers, 1981).

Media

Legal Aspects of Student Discipline--Thomas Harlow

This presentation, in the form of a 20-minute videotaped lecture, discusses (1) where the teacher stands legally in the classroom and (2) legally proven methods used in classroom control. Laws, state statutes, and court cases pertaining to due process, corporal punishment, in loco parentis, search and seizure, and student records are covered.

Office of Instructional Resources; Library Room 141; University of Central Florida; P.O. Box 25000; Orlando, FL 32816

National Association of Secondary School Principals (NASSP) Training Materials

A number of audiovisual materials are available from NASSP concerning discipline. Available in sound cassettes and/or videotapes are the following:

- Student Discipline Problems: Just Another Day in the Middle, Robert C. Shaw and the NASSP Players--"A humorous dramatic enactment of problems facing the school administrators as they meet to work on a series of problems."
- Discipline Alternatives--Positive Answers to Negative Problems, John Hudgens and Robert Schain--"Administrators of two large schools discuss some administrative and teaching steps that are effective in dealing with the problems of discipline. Examples of effective approaches are presented."
- A Prosecutor's Forecast for the 80s, L. Brooks Patterson--"A flood of litigation has involved schools during the '70s. Will this continue? A prosecutor suggests that the answer is largely up to administrators and teachers. He indicates how administrators and teachers might conduct themselves to reduce the amount of litigation. He points out that education can and, in his estimation, should make and enforce rules without fear of successful prosecution. He indicates steps to take to act within the legal structure."
- Working with Law Enforcement Agencies to Improve Conditions in School, L. Brooks Patterson--"A prosecuting attorney looks at the growing problem of vandalism and youth crime and suggests steps that educators and the community at large might take to improve conditions."
- The Principal, the Student and the Law, T. Page Johnson and Richard B. Nabel (audiotape)

National Association of Secondary School Principals; Publications Sales; 1904 Association Drive; Reston, VA 22091

Lee Canter, Assertive Discipline: A Competency-Based Approach to Discipline That Works (Alexandria, VA: Association for Supervision and Curriculum Development, 1979): audiotape.

Eugene Howard, Improving School Climate (Alexandria, VA: Association for Supervision and Curriculum Development, n.d.): kit including three filmstrips with audiotapes and other detailed material.

Assessment Instruments

Duke Assessment of School Discipline

This is an assessment instrument of approximately 34 items designed "as a guide for those who wish to conduct a status check of school discipline." The items cover seven key organizational components. The scores suggest areas in need of attention.

Daniel Linden Duke, Managing Student Behavior Problems (New York, NY: Columbia University, Teachers College, 1980), pp. 173-181.

Beliefs on Discipline Inventory

This inventory is "a self-administered, self-scored instrument that can be used to make a general assessment of a teacher's beliefs on discipline according to three schools of thought along a teacher-control continuum: non-interventionists, interactionalists, and interventionists. There are three parts to the inventory: prediction items, forced choice items, and self-scoring and interpretation."

Carl D. Glickman and Roy T. Tamashiro, "Clarifying Teachers' Beliefs About Discipline," Educational Leadership, 37 (March 1980): 459-464.

The Discipline Policies Needs Assessment Inventory

This assessment instrument "is intended to be used in its entirety as a means for districts to comprehensively assess policies and to identify areas that can be improved in order to reduce disproportionate minority discipline and to ensure fairness for all students." Five areas are covered: (1) policy development process, (2) policy content, (3) policy administration, (4) dissemination and training, and (5) monitoring and evaluation.

Junious Williams and Charles Vergon; copyrighted by the Program for Educational Opportunity. In Everybody's Business: A Book about School Discipline, edited by Joan McCarty First and M. Hayes Mizell (Capitol Station Columbia, SC: Southeastern Public Education Program, 1980), pp. 191-198.

The Discipline Context Inventory

The inventory is "a working guide that can be useful for school personnel, students, and parents to analyze programs, to identify problem areas on which they wish to work, and to take actions to reduce disruption or lack of discipline in schools." Seven areas are included: (1) patterns of communication, problem solving, and decision making; (2) patterns of authority relationships; (3) procedures for developing, preparing, and implementing rules; (4) physical environment; (5) relationships with parents and community forces; (6) processes for dealing with personal problems; and (7) curriculum and instructional practices.

William W. Mayson and Gay Su Pinnell; copyrighted by William W. Mayson (Educational Development and Research, The Ohio State University). In Everybody's Business: A Book about School Discipline, edited by Joan C. McCarty First and M. Hayes Mizell (Capitol Station Columbia, SC: Southeastern Public Education Program, 1980), pp. 199-210.

Classroom Control Index

This instrument is designed to help teachers locate their strengths and weaknesses in promoting a positive classroom environment. It can be used to self-evaluate; the teacher can then validate his/her perceptions with others. Three areas are covered: (1) relationships with students, (2) structuring and managing the classroom, and (3) instructional techniques.

Eugene H. Howard, School Discipline Desk Book (West Nyack, NY: Parker Publishing Company, 1978), pp. 211-215.

SAMPLE 10

MODEL DISCIPLINE PROGRAM A

Springfield Public Schools--Illinois
James K. Highswander
Director of Instruction

Philosophy Toward Discipline

The philosophy of discipline to which the Springfield Public Schools subscribe is that the mission of the school is teaching and learning and disruptive acts that hinder this process will not be tolerated. Students who engage in acts of misconduct not only jeopardize their own education but interfere with the instructional program in the classroom and the learning of others. It is the responsibility of the school to take whatever steps are necessary to correct student misconduct through the use of appropriate measures.

We take the position that effective discipline can be maintained best by balancing punitive and preventive approaches. It is an oversimplification to expect that overt acts of disruption can be dealt with by a list of prescriptive punishments. Effective solutions must address themselves to the causes and the climate of unacceptable behavior in addition to punitive remedies.

We believe that the schools reflect the society in which they exist. A society characterized by increasing numbers of violent crimes, growing incidence of drug abuse, widespread permissiveness, and greater emphasis on citizen rights rather than citizen responsibilities can expect to witness an increasing incidence of misconduct in its schools. Social institutions do not exist in a vacuum. They are part of a society and are influenced and affected by changes taking place in society.

It is our duty to ensure that each student learns through school experiences to recognize the essential worth of each individual and to respect rights, to adjust personal desires to the welfare of the group, to respect the rights and property of the group, to appraise one's own work honestly and fairly, to establish high standards of personal integrity, and to achieve and feel personal satisfaction in group success.

The schools cannot do the job alone. The influences of the family, community, and preschool training of children are of vital importance. Parents cannot evade the essential role they play in the development of the behavioral characteristics of their children. The parent is the child's first teacher and remains the most important teacher throughout the formative years.

The Springfield School District is committed to the goal of safe schools and an orderly process of instruction. This commitment requires that everyone--members of the Board of Education, central office personnel, school administrators, teachers, parents, and students--assume his/her share of responsibility toward the attainment of that goal.

Origin of Rules, Policy, and Philosophy

Who has input? The rules, policy, and philosophy of discipline in Springfield emerged from several sources. The philosophy and rules for discipline were prepared by a districtwide Discipline Committee consisting of 22 members, including teachers, principals, central office staff, parents, and high school students. This committee, formed in 1979 to develop a comprehensive discipline improvement program for the Springfield School District, assumed responsibility for (1) revising the Student Code of Conduct (containing the rules and philosophy), (2) planning a program of inservice training for staff, (3) developing a system for communicating information on discipline to all affected parties, (4) establishing alternatives to suspension and expulsion, and (5) preparing a system for monitoring and evaluating the effectiveness of discipline improvement efforts.

The Discipline Committee and its several task forces (three to five members each) met frequently (about every other week) during the four-month planning phase of the project. Subsequently, the committee has met two to three times per year to discuss progress and to recommend program modifications.

The philosophy and rules set forth in the Student Code of Conduct were formally adopted by the Board of Education and became part of board policy.

Limits of jurisdiction. The Code of Conduct specifies the district rules and regulations governing student behavior. As such, the Code cannot accommodate every eventuality. There are discipline problems and concerns unique to different grade levels, different attendance centers, and different programs and courses within the school.

In order to address the differences at the building and classroom levels, school and classroom management plans are developed by principals and teachers. These plans are, at all times, consistent with the district code but are much more specific to the setting in which they apply.

The school management plan is an extension of the Code for a given building. Principals work with in-building discipline committees to identify the rules that are needed to cope with some of the unique, frequently minor, infractions encountered within the school.

At the classroom level, the teacher prepares a classroom management plan, which spells out the rules of good conduct for that classroom. The plans developed by teachers vary depending on the nature of the course. In a vocational education program involving potentially dangerous equipment, for example, a rule to be included in the plan would require that safety glasses be worn at all times in the shop area. Each teacher's plan must be reviewed and approved by a building administrator. The teacher is then held accountable for enforcing the elements of the plan.

Publicizing the Rules

In Springfield, we publicized our rules in several ways. Upon completion of planning work on the discipline program in late summer of 1979, a public hearing was held to review the various elements of the plan. The local press and entire community were invited to attend the hearing to be informed of the discipline program and to raise questions.

A second approach to making the rules public was the publication of a series of four discipline handbooks—one each for elementary students (K-6), middle and high school students (7-12), parents, and faculty. These handbooks, which include the Code of Conduct, listings of rights and responsibilities, and miscellaneous information on discipline, were prepared by the district's Discipline Committee. Every student, parent, and faculty member received a copy of the appropriate handbook at the beginning of the school year.

Orientation programs were conducted for staff and students using the handbooks as reference documents. All students were involved during homeroom or at other small-group meetings at which discipline was the only topic of discussion. Just prior to the opening of school, teachers were given two days of inservice training on the Code of Conduct and their responsibilities for its enforcement.

The news media have been used frequently to publicize the discipline program of the district. Several news conferences on the program have been conducted, and one lengthy feature story appeared in the local newspaper. These media reports have been very favorable.

Consequences for Breaking Rules

The Student Code of Conduct, school management plans, and classroom management plans specify the consequences for violations of the rules. The Code provides a four-level structure of infractions and corresponding consequences. Level I infractions are relatively minor acts of misconduct, which can be handled by the classroom teacher. Levels II, III, and IV involve progressively more serious infractions. As the seriousness increases, the consequences increase in severity.

The four-level approach to classifying infractions and consequences provides guidance to teachers and principals in administering the code. In addition, it contributes to more uniformity from classroom to classroom and school to school in the disposition of discipline cases. Lack of uniformity can be a serious concern, especially in districts where there are multiple sections of the same course and where there are two or more schools serving similar populations of students.

The school and classroom management plans also specify consequences for infractions. The consequences tend to be those listed under Level I in the Code of Conduct. If the misconduct is more serious than Level I, an office referral is initiated.

Alternative programs. The Springfield Public Schools provide two alternative programs for highly disruptive students who face out-of-school suspension or expulsion. The first, in-house suspension, keeps students in the school while the suspension time is served. Our in-school suspension program isolates the student physically and socially from other students for the full period of the suspension. Students are required to do school-related academic work while assigned to in-house and are allowed to make up tests or other work missed while absent from regular classes.

A second alternative program is available to students who have been expelled or face expulsion due to serious (Level IV) violations of the Code. Typically these cases involve criminal acts committed on school property. Students assigned to this alternative are housed in a building previously used as an elementary school. It is far removed from any of the three public middle schools or senior high schools. Students assigned to this center are involved in a highly structured educational program emphasizing basic skills and individualized instruction. The pupil-teacher ratio is quite low. If the student shows progress, and there is reason to believe that behavioral remediation has resulted, he/she is returned to the regular school program at the end of the semester or after completing the school year at the alternative school.

Inservice Training of Teachers

Three inservice training models have been used in Springfield--each with varying degrees of success. The entire elementary teaching staff engaged in a 22-week (one hour per week) program entitled "Project OUNCE," which was developed through Title IV-C funds in Sarasota, Florida. This program has been successful in cases where there was a receptivity to change on the part of teachers and principals.

At the middle and high school levels, two inservice models have been used. The first, Assertive Discipline (Lee Canter and Associates), was conducted in a six-hour workshop by a trained presenter from Canter's headquarters in Los Angeles. The program was well received by teachers; however, its major weakness is the lack of follow-up. "One-shot" inservice programs usually do not provide the intensity needed to achieve lasting behavioral change in teachers.

The other inservice model is called "Teacher Expectations and Student Achievement (TESA)," a program developed through Title IV-C funds in Los Angeles County. Although not specifically designed as a classroom management/discipline inservice program, the results of the three-year experimental phase of TESA showed that discipline improved in classes that were taught by teachers trained in TESA techniques. The basic purpose of TESA is the improvement of teacher interactions with students--particularly those students classified as "low achievers." Fifteen "interaction skills" are the focus of attention in the five-month (three hours, once a month) TESA training program. Additional information on TESA can be obtained from Phi Delta Kappa in Bloomington, Indiana, or from the Los Angeles County Superintendent of Schools in Los Angeles, California.

Special Features Contributing to Success

The success of our program can be attributed to several unique features:

- The program is comprehensive in nature, addressing all aspects of the discipline issue.
- There has been a strong commitment to discipline improvement by the community, Board of Education, administrative leadership, and building staff.
- We have established uniform procedures for discipline, which contribute to fair and consistent administration of the rules and policies.
- There is a balance between punitive and preventive measures in our approach to the maintenance of good discipline.
- School-based discipline committees have provided for the involvement of teachers, parents, and students (7-12) in establishing rules and in supporting good discipline at the building level.

Additional Goals

Since the implementation of our discipline program in the fall of 1979, we have added three related goals. The first pertains to student attendance, an issue of great concern to us. Although attendance figures have remained fairly stable in the past four to five years, we believe that the absenteeism rate is too high. Efforts are now being made to improve attendance.

The second goal we added after the start of the discipline program calls for a reduction in the dropout rate at the high school level. A project of dropout prevention was initiated in September 1980. Early results indicate that target students have (1) a lower dropout rate, (2) fewer discipline referrals, (3) higher achievement, and (4) better attendance than a matched group of control students.

The third goal to be added was the establishment of an ongoing program of inservice training for those teachers seeking to improve their skills in instruction and classroom management. There is very high interest in this type of staff development program. We have plans to continue the inservice training of staff as long as the demand holds and the need exists.

Sample Discipline Case Situation

Discipline problem encountered. John is a student in a woodworking course at the high school. Because it is an introductory course, there is an almost exclusive use of hand tools. This requires, of course, a large tool inventory, because each student must have access to a variety of different types of tools in making class projects.

Theft of tools has been a problem in the wood shop. The cost of replacement has increased substantially in the past several years, and the administration has warned shop teachers that the loss must be cut, or they will have to do without, simply because of the tight budget.

During second-hour class, a student told Mr. Dewey, the shop teacher, that he saw John put a set of drills in his pocket. Mr. Dewey pondered various ways to handle the situation. His initial inclination was to confront John with his suspicions and have him empty his pockets. However, he was not certain that a theft had really occurred. He thought it possible that John put the drills in his pocket for use later in the hour. If that were the case, both John and Mr. Dewey would be embarrassed by an accusation.

Mr. Dewey's adopted strategy was to wait until the end of the period to see if John returned the drills to their proper location. He also decided that he would make a special point to remind students to return all tools they had used.

When the period ended, Mr. Dewey gave his oral reminder. He watched John closely as students cleaned up the work area and put tools away. John did not remove anything from his pockets, but he did put some tools away, as instructed. When the bell rang, Mr. Dewey asked John to remain in the shop for a few additional minutes. After all other students had left, Mr. Dewey told John he suspected he had something in his possession that belonged in the shop. John denied the charge. When Mr. Dewey asked John to empty his pockets, he refused to do so. Mr. Dewey then called the office and asked for assistance from an administrator or security guard. John confessed at this point that he did have the drills and gave them to Mr. Dewey. He apologized to Mr. Dewey and explained that he had never before stolen anything.

Causes. There is no way to determine what may have prompted John, an ordinarily honest boy, to take something that did not belong to him. John was a better-than-average student with a good record of behavior and attendance.

Part of the blame for the theft, and others like it, must rest with the shop teacher and the school. The ease with which students could obtain tools, and the lack of security and appropriate check-out procedures, made it easy for any student, even a usually honest one like John, to slip something out of the shop.

Solutions used effectively. The first solution lies in disciplining John in such a way that (1) he will be deterred from repeating the violation and that (2) will serve as a warning to others that theft carries a substantial punishment.

John, having violated a Level IV act of misconduct, was referred to the office by Mr. Dewey. The assistant principal who handled discipline referrals followed the discipline code in administering consequences. John was suspended from school for three days. His parents were notified by phone of the suspension, and a parent conference was set up for the morning when John was to return to school. John's absence during the three-day suspension was considered "unexcused," and he could not make up work missed while under suspension.

The parents were very cooperative at the conference, and it was apparent that John recognized his mistake. He made a commitment to the assistant principal, to Mr. Dewey, and to his parents that there would not be a repetition of the misbehavior that led to the suspension. The conference ended on a positive note, and John returned to class.

The other solution rested with the wood shop program. The assistant principal asked Mr. Dewey to develop a better plan for security of tools and procedures for checking tools in and out. This plan was to be ready in a week and would be subject to the approval of the administration. If properly developed, the revised procedures in the wood shop would likely result in a significant drop in the loss rate of hand tools.

Sample Discipline Case Situation

Discipline problem encountered. Susan is a student enrolled in a metals class that involves the use of welders and a variety of power tools. Students completed a shop safety unit the first week of class and were advised of the consequences of violating safety rules.

Despite previous warnings, Susan was careless about wearing safety glasses when working around power tools. Mr. Arnold, the metals teacher, had a classroom management plan that included a section on safety. For a first violation, there was a verbal warning. Second violations carried a 30-minute after-school detention. Third-time offenders were referred to the office.

Susan had twice violated the safety glasses rule and, on Wednesday, was again found in violation--this time while operating an electric grinder. Mr. Arnold completed a referral form indicating a chronic violation of his classroom management plan.

Causes of the problem. The consequences imposed by Mr. Arnold as part of his classroom management plan did not impress Susan sufficiently to change her behavior. Therefore, a major cause of the problem is leniency shown for a safety violation.

Solution used. Mrs. Jacobson, the school principal, received the referral and called Susan to the office. Susan was asked to explain the continued violation of this common-sense rule of safety. According to Susan, she did not like to wear "ugly, uncomfortable safety glasses." Mrs. Jacobson spent time in discussing the consequences of shop accidents and the state and local requirements that students must wear safety glasses in metal shop.

Susan was asked if she wished to continue in the class. She explained that she did, because she wanted to enroll in an auto body program at the vocational center next year and the metals course was a prerequisite. Mrs. Jacobson told her that the only way she would be allowed to stay was to wear the glasses. Further, if there was another violation of that rule, Susan would be dropped from the class. Susan said she understood and promised to wear safety glasses at all times while in the shop.

Mrs. Jacobson then assigned Susan a one-hour detention and sent a letter explaining the incident and subsequent discussion to Susan's parents. She also advised the parents of the agreement that she and Susan had made in regard to the rule and explained the consequences of any future violation. Mr. Arnold was informed of the actions taken by the principal, and Susan returned to class the next day.

Mrs. Jacobson followed up the conference with Susan by talking to Mr. Arnold about the shop safety issue. Both agreed that safety was of such importance that a student should be referred to the office for the first violation. Mr. Arnold made a change in his classroom management plan accordingly. In addition, students would be told that second offenses would lead to removal from the course. Mrs. Jacobson agreed to these changes and told Mr. Arnold to put them into effect immediately.

SAMPLE 11

MODEL DISCIPLINE PROGRAM B

Evanston Township High School--Illinois
McKinley Nash
Assistant Superintendent for Educational Services

The Site

The public schools of Evanston, Illinois, are organized into two separate districts, each with its own board of education and superintendent. Geographically contiguous, both districts include the city of Evanston and two square miles of the adjacent village of Skokie. Evanston Township High School District #202 serves students in the 9th through 12th grades. Community Consolidated School District #65 serves Evanston pupils in kindergarten through 8th grade.

The 99-year-old, always-integrated high school is organized as one school on a 55-acre campus. Overall leadership and coordination are provided by the superintendent and central administrative staff. The school is headed by a principal and includes supporting administrative staff, counselors, department chairpersons, teachers, social workers, and secretarial-clerical and custodial support staffs. The principal is viewed as the instructional leader and is charged with the responsibility of developing, organizing, facilitating, and implementing programs to meet the needs of the heterogeneous student population. The school has a student enrollment of approximately 3,700 students. The certified faculty of the school numbers approximately 278.

The socioeconomic heterogeneity of the student body reflects that of the community of 76,000--a suburban-urban, retailing and professional center with some light manufacturing. Many residents commute to nearby Chicago to work, but even more are employed in Evanston and nearby suburbs.

Evanston is also the home of 100 national organizations, three hospitals, Northwestern University, National College of Education, and Kendall College, a two-year, private community college. The median number of school years completed by Evanston adults is 14.8.

The full range of economic circumstances, from the very wealthy to the welfare family, characterizes the city. The ethnic and religious diversity is apparent in the number of varied black communities, Oriental, Spanish-speaking, Armenian, and Luxembourgian minority groups. A total of 25 percent of the population is Catholic; 20 percent is Jewish.

Evanston High School is representative of the racial minorities of the community, with 33 percent of the students identified as members of "minority" groups, which the Office of the Superintendent of Public Instruction of Illinois defined as "black, Spanish surname, and Oriental." Of the 33 percent, 1 percent is Oriental, and 9 percent are French-or Spanish-speaking black students from Jamaica, Haiti, Panama, Cuba, Nassau, and British Honduras.

On the administrative staff, 32 percent are black, and 18 percent of the classroom teachers are black. Of the 22 new teachers employed for the 1981-82 school year, 18 percent are black.

The comprehensive academic curriculum includes advanced placement courses in 12 subjects, 9 special education courses, and 9 programs in cooperative vocational education. Over 260 separate courses and alternative educational programs are offered.

A total of 70 percent of the total student population enters higher education. Of the black students who graduate, 50 percent enter a college or university.

Evanston High School students are consistently recognized as winners of highly rated state and national scholastic, athletic, vocational, and arts honors and scholarships. Three Presidential Scholars included one black and two whites.

Long recognized as an outstanding high school of the nation, Evanston Township High School has a well-established reputation for scholastic excellence and instructional innovation. It was called "a lighthouse school" by James Conant and referred to as "number one" in a national magazine in 1968.

Such problems as racial strife, student radicalism, teacher militancy, and sexism arose at this school two years earlier than in other schools across the nation. Solutions to these problems served as a human relations blueprint to other school districts when the same problems later confronted them.

Philosophy Toward Discipline

The Evanston Township High School administration sets high standards for student behavior. Most students respect their school's standards and recognize that rules are established to sustain good behavior, not to punish those who behave badly.

In a school community as large as ours, however, standards of punishment must be established for the few students who choose to break the rules. Staff members aware of specific student offenses are asked to judge the seriousness, frequency, and background of each offense before assigning a penalty for it. The kinds of penalties administrators, teachers, counselors, social workers, psychologists, and other staff members might recommend include the following:

- Reprimand--a verbal warning to students
- Detention--a 40-minute assignment to a supervised activity such as a study hall, usually before or after school
- Restricted study--supervised assignments during all school hours not taken up by lunch or class time
- Inside suspension--supervised assignment to a study hall for all of each school day during the suspension period; students who miss classes because of inside suspension are invited to make up the work they miss
- Parent conference--a discussion between an administrator and the parents about behavior; this conference may include the student
- Suspension--exclusion from school for ten days or less; suspended students may not make up, for credit, work they miss during suspension
- Expulsion--exclusion from school for more than ten days; it may extend to the end of the school term; it will be recommended only for the most serious offenses and only with the approval of the superintendent and the board of education

Anyone assigning a punishment considers its long-term effect on the offending student and the rest of the school. The expected primary result is improved human relations for the offender, his/her family, and his/her schoolmates.

It is a belief at Evanston Township High School that students have an obligation to observe the school's rules and a right to appeal the assignment of unjust penalties.

Origin of Rules, Policy, Philosophy

The school board has the statutory responsibility to promulgate rules and regulations and philosophies toward student discipline. However, a revision was made in disciplinary policies at Evanston Township High School in light of the concern pertaining to student rights during the mid-sixties. A committee was appointed by the Parent-Teacher-Student Association at Evanston Township High School (ETHS), which undertook the task of rewriting a section of the Board of Education policy manual pertaining to student expression, appeal procedures, student behavior, and the dress code. This committee made its report to the superintendent of schools, who subsequently recommended it, and it was approved by the Board of Education for inclusion in the policy manual. The following is an excerpt from this policy manual:

Rules provide rights and define responsibilities. As members of the school community, students should have full protection of their persons and functions and the right of appeal of any violation. In recognition of this belief and to avoid unfair disciplinary action, the school has developed specific guidelines for student behavior. In creating them, care was given to the educative function of the school, as well as to the legal requirements of in loco parentis, which charges adults with the protection and care of students at school.

When rules are broken, the school is interested in more than simple discipline. The goal of ETHS is to develop positive, constructive student behavior, not merely to punish. Preventative and remedial help is sought for students with behavior problems. Counselors, social workers, psychologists, and staff from the Special Education Department are enlisted to turn students from negative behaviors. However, when all other approaches fail, the school will suspend students who are interfering with the education of other students or with the operation of ETHS generally. The goal is to gain rehabilitation by a combination of reward and punishment and to make known the social consequences of bad behavior.

All students, teachers, and school personnel will have protection for the civil liberties to which they are entitled as citizens of the school community. Students, parents, and all school personnel should report any act in violation of these disciplinary procedures.

In view of the tender age of students and the tendency of records to follow one throughout life, upon graduation from high school any correspondence or records relating to the discipline of a student shall be destroyed and disciplinary infractions expunged from the record. (In conformity with the clear rehabilitative and nonpunitive intent of Section 22-20, Illinois State Code.) During and after his/her high school years, no information about a student may be shared with any other institution, agency, or outside persons without written consent of the student or his/her parents or guardian presented to the school, except for facts pertaining to official graduation and attendance, and except when it is necessary for the protection of the child, and when consent is not available due to incapacity of parent, guardian, or child, and except by subpoena.

Any officially constituted group of ETHS students and/or staff may propose, in writing, changes and revisions in this statement of policy. Such proposals are to be directed to the Superintendent for consideration and transmittal to the Board of Education and are to be accompanied by the Superintendent's recommendation for acceptance, modification, or rejection. Notice of the Board meeting at which the proposal is to be considered is to be given to the proposing group not less than ten school days prior to the meeting.

Who has input? Policies are periodically reviewed with input from student advisory committees, parent-teacher-student advisory committees, and administrative committees, with recommendation being made to the Superintendent and subsequent action taken by the Board of Education for policy revision, update, deletions, and/or additions.

There are special efforts undertaken in the vocational program to provide a unit on safety, and there are rules and regulations within the guidelines established by the policy manual to ensure an orderly procedure for the handling of tools and the safe conduct of classes in the vocational area. Parents, too, are notified by letter of these safety policies and are asked to sign and return the letter.

Limits of jurisdiction. The limits of the jurisdiction of school officials are set forth in the Illinois School Code. The principal or other administrator has the right and the responsibility to hold students accountable for their discipline while at school or in school activities. The school board has the right to exclude or remove students from school for not more than one year.

Publicizing the Rules

Rules are a part of the Evanston Township High School Pilot, a student handbook produced annually and provided to each student enrolled in the high school. Assemblies are held periodically by administrators throughout the school year to review rules and regulations and changes in policies. The Parent-Teacher-Student Association forwards to each home an opening-of-school letter, a list of activities, and the rules and regulations of the school.

Consequences for Breaking Rules

Detention, corporal punishment, suspension, etc. The consequences of breaking rules are detailed in the handbook in sections entitled: "School and Class Attendance, Personal and Property Rights, Illegal Substances and Dangerous Drugs, Dress, and Appearance." In the respective sections, the problem is given, as well as the policy and the disciplinary action that is recommended.

Alternative techniques emphasizing "rehabilitation." During the 1976 school session, I developed an alternative to outside suspension and expulsion that was presented to the Board of Education and subsequently approved: The Motivational Lab (formerly Reclamation Clinic). It had been in operation at Evanston Township High School to this date. This in-school suspension project resulted in a significant reduction of outside suspensions and expulsions and has been designated by the National Institute of Education as an exemplary project.

The three units of West School refer students to a centrally located "Motivational Lab." The students referred to the Motivational Lab are those students who have been referred to the dean of students, assistant principals, or principal for disciplinary reasons and those students who are potential dropouts. The Motivational Lab is a suite of two rooms set aside in the school to be used for individual and group counseling and small-group and/or individualized instruction. The rooms are staffed with a director, a counseling teacher, and teacher-aide (CETA trainee).

The counseling component is an important aspect of the Motivational Lab concept, as many problems experienced by students are problems resulting from a poor self-concept. Students who feel that they have very little to offer and see no place in the school where they can make any worthwhile contribution need attention in the home, the school, and the community. When students reach certain stages of depression, they often tend to release their anxieties and frustrations on the nearest person or "thing," and a hall or classroom problem is the result. In order to provide a "cooling-off" period for such students, they are assigned to the Motivational Lab where they receive counseling, as well as an opportunity to do at least part of the classroom assignments.

The period of time a student remains in the Motivational Lab depends on several variables. The nature of the infraction and the attitude of the student have a great influence on the length of time spent in the Lab. However, the student is considered to be in regular attendance in school activities, where feasible, and is given the opportunity to make up any work that may be missed while away from regular class.

There are continual lines of communication open between the counseling teacher in the Motivational Lab and the regular classroom teacher, with responsibility on the part of the student for regular classroom assignments. The idea is to provide uninterrupted instruction for the student who would normally be suspended and to make serious attempts to modify undesirable behavior. The activities in the Motivational Lab involve instruction in academic areas on a more individualized basis than is possible in the regular classroom, as well as both group and individualized counseling. These activities provide a place, materials, and personnel to help the student make the adjustment necessary for his/her return to the regular classroom. Use is made of the Skills Lab, LPC, Math Lab, Language Lab, and other resources.

The Motivational Lab provides opportunities for personal interactions. Students are able to sit down and discuss their problems with an adult who has ample time to listen. It is hoped that this process will help students resolve their problems so that the school does not have to remove them from the instructional environment.

In addition to the efforts of the counseling teacher and teacher-aide, two Outreach Workers visit the homes of students who have been recommended by the unit administrator. The Outreach Workers serve as liaison between the home and the school, helping each to understand mutual problems or concerns. Supported by accurate background information, they offer suggestions for resolution of problems.

Inservice Training of Teachers

Line administrators hold regular inservice sessions with teachers to discuss and review techniques and procedures for dealing with student discipline in vocational and other areas. Visits to other schools, in-school visits to observe exemplary teachers, and schoolwide inservice days utilizing the school psychologist, social workers, and consultants are held periodically to address the problem of school discipline.

Special Features Contributing to Success

The involvement of parents--in small groups, through parent visitation days and at-home visits to youngsters who have excessive student-to-student or staff-to-student conflicts--has been successful in significantly reducing disciplinary problems at Evanston Township High School. In addition, a Discipline Review Board, composed of three administrators, meets upon request to review the cases

of repeat offenders who have been subject to suspension, in an effort to curtail their behavior. These sessions are held with parents, students, and the referring administrator. An effort is made to develop a disciplinary contract that will enable the student to return to the mainstream prior to being removed or excluded from school.

Additional Goals Sought to Improve Program

Upon the request of the school superintendent, I chaired a special task force to develop a program for seriously disruptive students off-campus.

Core program description. This program should have four major components to bring about an integrated change in behavior and a redirection of the student's aggressive energy: (1) heavy structure and supervision, (2) strong and creative curriculum and activity program, (3) therapy for the student--both individual and group, (4) family and community support system.

Structure and supervision. The personal, social, and educational characteristics of disruptive students have often been documented. Much of this documentation has, in our opinion, been incorrect. The time-honored, long-standing approach with these students has been to lower standards of expectation, giving them less school time. Our approach has been to expect the utmost of the student that he/she can handle. We believe it is essential to build a fabric of structure and supervision for as much of the day as possible, even though the behavior becomes more difficult to handle. For this reason, a 9:00 to 4:00 day is important. The long day builds the strength to tolerate frustration, increases attention span, and provides time for learning in regulated doses. It provides time for more creative programming. The student's behaviors are worked with on an intensive basis, and positive relationships are deepened. Above all, the structure and supervision interferes with the student's acting out of his/her internal pressures, thereby forcing him/her to face them, to talk about them, and to learn new ways of handling them.

Structure will be established in multiple ways, such as utilization of a self-contained classroom with one or two one-to-one rooms available and full programming of subjects and activities. Strict rules about drugs, weapons, tardiness, truancy, and aggressive behavior will be adhered to. Classroom behaviors of all kinds will be pointed out and constantly worked with. Academic performance will be demanded. A weekly review will be held with each student detailing his/her progress and problems of the week.

A graduated program of various levels will be established. The student will progress through the levels, earning privileges on the way. Contracts with individual goals will be set. As a student reaches these goals, a new contract will be developed. Each contract will bring a new level and privileges. Thus the student works him/herself out of the program in a clearly definable manner understood by everyone. The basic philosophy is responsibility for self. The student got him/herself into the program and now needs to earn his/her way out. Projected length of time would be about one year.

Curriculum and activities. It is recommended that four major courses, scattered at intervals through the day, be alternated with such courses as physical education and arts. Group and individual counseling can also be utilized as a balance to the courses. Periodic breaks for relaxation and snacks are deemed important. In addition to the four major subjects, it is recommended to add physical education, the arts, and multiple-interest subjects or activities in the areas of woodworking, auto mechanics, machine shop, journalism, dramatics, and music. These areas are important to channeling the aggressive drive, building self-esteem, and encouraging self-expression.

Counseling--individual and group. Establishment of a caring environment by all staff is essential. While the social worker and paraprofessionals would have primary responsibility for this aspect of the program, all staff would be expected to enhance the environment and participate as fully as possible in the methods and techniques utilized. A large measure of the counseling work would be done on the spot, when the issues can be felt and seen by the student and staff. A great deal of one-to-one interviewing would take place at this time. Often a student will need to work out issues with a staff member in a quiet place away from the classroom. As a student's internal pressures become more the focus for him/her, he/she will be seen by the social worker for sessions on an individual basis. It is essential that all counseling staff be an integral part of the program and be members of the staff.

Group counseling is also essential. Here is where peer relationships can be utilized to get students working with each other. Group sessions also build sensitivity to others, caring and concern for each other, and responsibility to others. Group meetings could be held daily.

SAMPLE 12

MODEL DISCIPLINE PROGRAM C

School District of the City of Saginaw, Michigan
John D. Parr
Principal/Director of Vocational Education
Averill Career Opportunities Center

Special Features: Administrative Procedure for Seeking Juvenile Court Assistance: Weapons, Physical Assault, Truancy, and Trespassing/Littering

I. Weapons

- A. Legal definition of a weapon--"A person who shall carry a dagger, dirk, stiletto or other dangerous weapon except hunting knives adapted and carried as such, concealed on or about his person, or whether concealed or otherwise in any vehicle operated or occupied by him, except in his dwelling, house, or place of business or on other land possessed by him; and a person who shall carry a pistol concealed on or about his person, or, whether concealed or otherwise, in a vehicle operated or occupied by him, except in his dwelling house or place of business or on other land possessed by him, without a license to carry the pistol as provided by law or if licensed, carrying in a place or manner inconsistent with any restrictions upon such license, shall be guilty of a felony, punishable by imprisonment in the state prison for not more than five years, or by fine of not more than \$2,500.00."
- B. Board definition of a weapon--Includes all of the above plus paring knives, jackknives, sticks, mace, broken glass, etc. Although these items may not provide a legal basis for court adjudication, they are sufficient for short-term or long-term suspension. Normal administrative hearing process occurs.

C. Procedures

1. Suspicion of a weapon in a locker

- a. Detain student in office.
- b. Assign an individual to guard against other entry to locker.
- c. Contact Resource Officer immediately.
- d. Ask student for permission to search locker (witnessed and verified in write-up of incident)
- e. Officer reads student Miranda Rights.
- f. Search locker.
- g. If weapon is found, Resource Officer contacts Juvenile Court Intake Officer to establish whether lockup will occur and hearing date.
- h. Principal contacts parent and suspends student.

2. Student does not grant permission for locker search

- a. Detain student in office.
- b. If reasonable suspicion exists (other students or teachers have indicated they have seen a weapon), principal has right to search locker without a warrant. If interested in prosecution, be sure the following information is covered in writing:
 - (1) Document date and time of warning and name of individuals who indicated they had seen the weapon.

- (2) Principal's search of locker witnessed by Resource Officer or other adult. Document locker number searched, date and time searched, and results of search. This can be included as the second part of (1) above. Principal should sign, and witness to search should sign. A carefully prepared log is essential.
- c. Resource Officer contacts Juvenile Court Intake Officer to establish whether lockup will occur and a hearing date.
- d. Principal contacts parent and suspends student.
3. Suspicion that student is carrying a weapon
 - a. Contact Resource Officer.
 - b. Resource Officer may search without a warrant with probable cause.
 - c. If weapon is confiscated, Resource Officer contacts Juvenile Court Intake Officer to establish whether lockup will occur and a hearing date.
 - d. Principal contacts parent and suspends student.
4. If a legally defined weapon, Board-defined weapon, or any other object (such as a baseball bat, stone, etc.) is being used in a threatening manner or is actually used, student is in violation of the law.
 - a. Contact Resource Officer immediately.
 - b. Resource Officer confiscates weapon.
 - c. Resource Officer detains student.
 - d. Resource Officer contacts Juvenile Court Intake Officer to decide whether lockup will occur and to establish a hearing date.
 - e. Principal contacts parent and suspends student.

II. Physical Assault

- A. Definition--The act of physically attacking any student or Board of Education employee on school property or going to or from school, including any activity under Board sponsorship.
- B. Procedures
 1. Detain student in office.
 2. Contact Resource Officer immediately.
 3. Resource Officer investigates, contacts Juvenile Court Intake Officer to establish whether lockup will occur and a hearing date.
 4. Principal contacts parent and suspends students.

III. Truancy

- A. Background--Truancy is a nondetainable offense unless the child is a ward of the Court and in violation of court order. The referral source must be the school through the truant officer. The definition of truancy is what a school district defines it to be. For purposes of enforcement, truancy must be quantitatively defined.
- B. Procedures
 1. Student is referred to building attendance officer.
 2. Building attendance officer contacts parent and requests parent conference. Documents contact and conference.

3. If problem continues and child is suspected of being handicapped, make Special Education referral.
4. If problem continues and handicapped condition is not suspected but parental neglect is, call Protective Services.
5. If handicapping condition and parental neglect are not indicated, contact school truant officer.
6. School truant officer must make home visitation and document contact and warning.
 - a. Letter should include name of student, date of birth (D.O.B.), Mandatory School Attendance Law.
7. If student continues to be truant:
 - a. Building attendance officer contacts truant officer.
 - b. Truant officer contacts Juvenile Court Intake Officer for preliminary hearing date.
8. If student continues to be truant after the preliminary hearing, designated school contact person should contact court immediately.

IV. Trespassing/Loitering

A. Procedures

1. For first offense, issue warning to offender.
 - a. Document warning in writing [see sample card, p. 57].
 - b. Send warning letter to parents (form letter [see p. 57], registered mail, return receipt).
2. If student is in violation of warning, ask Resource Officer to apprehend the student.
3. If student is apprehended, contact Juvenile Court Intake Officer to establish a hearing date and decide whether lockup will occur.
4. If officer does not witness and apprehend student on site:
 - a. Building administrator contacts Resource Officer.
 - b. Resource Officer calls Juvenile Court Intake Officer to establish hearing date.
 - c. Hearing is set.
 - d. Lockup does not occur prior to hearing.

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Name of Trespasser _____ D.O.B. _____

Address _____ Telephone _____

Date of Violation _____ Time _____ Location _____

Comments: _____

Complainant Signature _____ Date _____

Witness _____ Date _____

* * * * *

RE: John Doe
D.O.B.

Dear Parent/Guardian:

The purpose of this letter is to inform you that your son/daughter name of student has been in violation of Policies and Procedures Governing Student Behavior, Article 15, Loitering and Ordinance # _____ of the City of Saginaw.

The violation occurred on _____ date _____ at _____ time _____ at _____ name of school _____.

Please be advised that any additional trespassing and loitering will result in a warrant being sought for _____ name of student _____ arrest.

Should you have any questions regarding this warning, please contact me at _____ phone _____.

Thank you for your cooperation.

Sincerely,

You may very well be thinking that, whereas good school discipline is possible under good conditions, it is nearly impossible when you're dealing with a history of violence, drug use, and absenteeism in a particular school. To see how very possible it is to turn a school around--to establish a disciplined climate--and to see how crucial the administrator is to this process, you should read the following supplementary reference: Howard, School Discipline Desk Book, pp. 17-32.

Actually, you may wish to read the entire Howard text. It covers the topic of discipline thoroughly and offers an enormous number of practical tips drawn from actual school programs that have succeeded. There is a 14-page annotated bibliography, and the appendices include a discipline action plan, regulations for a vandalism reduction program, and a summary of available values-education materials.

Another reference that presents "how-to" suggestions from experts and successful programs is Brodinsky, Student Discipline: Problems and Solutions. Through a survey instrument and interviews, the American Association of School Administrators surveyed its membership concerning school discipline. This document presents the findings, as well as samples of some of the materials received--all structured into a clear, well-organized discussion of the key elements of school discipline. It also includes an eight-page list of definitions of student control measures.

Everybody's Business: A Book about School Discipline, edited by First and Mizell, is another highly recommended reference. There are articles on understanding the problem: perspectives, causes, expectations, and choices. There are a series of articles presenting nontraditional disciplinary responses--alternative programs--that are being used successfully in secondary schools. And there is a section on collecting and analyzing discipline data, which includes copies of several assessment instruments school staffs can use to analyze their school climate, discipline policies, and discipline context. A 15-page, annotated reference list is also provided, which includes newsletters as well as more traditional texts.

The last supplementary reference is Techniques of School and Classroom Discipline, edited and compiled by Dull. Part of the Heart of Instruction Series, this document contains a compilation of short articles on the subject of discipline. Included are lists of dos and don'ts, a sample of one district's regulations and guidelines for student behavior, and dozens of other very readable articles.



As a student and an educator, you have in your lifetime probably encountered innumerable discipline problems. You may find it instructive to meet with a group of peers to discuss some of those problems, how they were solved at the time, and how you now feel they should have been solved.

Another activity you could undertake with this group of peers is to try to generate a list of rights. Each group member could first list his/her rights individually. Then, as a group, you could attempt to make a single list of rights that everyone could live with.



To get an idea of how emotion-laden the topic of discipline is--in other words, to begin to understand what you'll be dealing with when you attempt to maintain school discipline--you may wish to conduct your own mini-survey. Using a short questionnaire or structured interview technique, you could survey a small sample of persons locally--students, teachers, parents, citizens--to get their views on the subject of discipline. You may wish to share your findings with your peers.



The major research and model development concerning discipline tends to present varying views on how controlled the environment should be and who exercises the control. There are those who advocate no controls and those who espouse total control by those in authority. In between are those who support shared control and decision making. You may wish to read some of the classic proponents of these varying views (see sample 9, pp. 40-43) to help you clarify your own philosophy of discipline.



You may wish to locate, on your own or through your resource person, samples of discipline policies, procedures, codes, and so on, prepared by local schools or districts, which you can review. How do they differ? How are they the same? How many rules are listed? Are alternatives to suspension provided? Are due process provisions included?

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SELF-CHECK

- 57

3. Why is it essential to establish a philosophy of discipline before beginning to generate rules and procedures?

4. How can teacher centers affect your ability to maintain school discipline?



Compare your written responses on the "Self-Check" with the "Model Answers" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. If the emphasis of discipline is punishment--externally controlling behavior through punitive measures--then there is little likelihood that a climate of self-discipline can be developed. Although there must be consequences for misbehavior, those consequences should not be the focus. Rather, discipline must become synonymous with order and self-control. Creating a positive climate for discipline is the first step in achieving discipline.
2. The administrator is a key; it is he or she who has the power to create a climate that is conducive to discipline. The administrator's actions provide the ultimate model for how discipline is maintained in the school. It is also the administrator who is responsible for setting into motion all the steps required to develop disciplinary policies and procedures, for ensuring the involvement, cooperation, and commitment of a wide range of participants in the process, and for supporting the enforcement of the policies and procedures once developed.

The board of education must be involved. Policies come from the board and all school-developed policies and procedures must have the board's approval. The more involved the board is as you attempt to establish a climate for discipline, the more likely you are to have their support for your activities.

Students and staff must be involved. It is they that must obey and enforce the rules and procedures. If they are involved in the development of the discipline program, it is more likely to succeed because they will be more likely to understand and support it.

Parents should be involved. It is their sons and daughters you are dealing with, and their views should be heard. Further, if they are involved in developing the rules, they can not only support school policies but reinforce them at home.

3. It is difficult to develop a unified and consistent set of rules if there is no philosophical base to operate from. If you have a discipline committee and part of the group believes in corporal punishment, part believes in providing no curbs for behavior, and part believes in "getting the riffraff out of school," how do you come up with a cohesive list of rules and consequences. First you need a philosophy describing the school's beliefs about discipline. Then, rule development progresses logically from that base.

4. Teacher centers are one mechanism for staff development. As such, they can provide staff with assistance in improving their ability to maintain classroom discipline. Workshops, references, media, individual assistance--all these can be provided at teacher centers. If discipline is maintained consistently in all classrooms of your school, then total school discipline is more likely. If there is a teacher center available to your staff, it would be wise to develop a good working relationship with its staff so that your teachers get the kind of help they need to maintain discipline within the philosophy and policies established for your school.

Level of Performance: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, "The Whys and Hows of Maintaining School Discipline," pp. 9-57, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



Given five case studies describing how one administrator established and maintained school discipline, critique the performance of the administrator described.



You will be reading the "Case Studies," pp. 67-70, and critiquing the performance of the administrator described.



You will be evaluating your competency in critiquing the administrator's performance in establishing and maintaining school discipline by comparing your completed critiques with the "Model Critiques," pp. 71-74.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The following "Case Studies" describe the techniques and procedures used by an administrator to establish and maintain school discipline. Read each situation and critique in writing the performance of the administrator described: what did she do right, what did she do wrong, what should she have done instead.

CASE STUDIES

Case Study 1:

Ms. Horne, principal of Harding High, a comprehensive high school, called to order the meeting of her administrative staff. She explained that she was very concerned about the state of school discipline. Teachers submitted few absence-from-class reports, yet the halls were full of students whose presence there was unauthorized. In addition, the assistant principal, vocational director, and guidance staff had time to do little else but deal with the masses of students referred to the office for disciplinary reasons.

Evidently, said Ms. Horne, the rules were not working. Tougher rules and clearer procedures were needed. She indicated that she had thought long and hard about the problem and realized that part of the blame rested on her shoulders. It was her job to provide the leadership needed to turn things around. Thus, she said, she had developed an action plan for improving school discipline, and she handed out copies of the plan to her administrative staff.

Basically, the plan involved four points, as follows:

1. Compiling summary documentation concerning discipline referrals for a two-month period to determine the depth, breadth, and common elements of the problem (e.g., were all the referrals being made by a small group of teachers?)
2. Revising the rules and procedures in light of the results of Step 1
3. Producing handbooks for students and faculty, outlining clearly the rules and procedures
4. Conducting a faculty meeting and student assembly to apprise them of the new rules and procedures and to assure them that these rules and procedures would be obeyed and enforced--that the current level of student misbehavior would not be tolerated

Ms. Horne concluded the meeting by indicating that (1) they would meet again in two days to discuss the plan more fully and (2) she hoped that, as a result of these changes, administrators could get out of the office and back into the halls and classes where they belonged.

Case Study 2:

Step 1 of Ms. Horne's action plan was underway. She decided to use these two months of fact-finding to read some of the most recent literature concerning discipline. One article she read pointed out the importance of basing school rules and policies on a well-thought-out philosophy of discipline. Good point, she thought. So she went to her files and pulled out the copy of the board-developed philosophy and general policies concerning discipline that she'd been sent several years ago. Attached to it was an explanation of the federal and state requirements and laws concerning discipline. Ms. Horne gave this packet to her secretary and directed him to duplicate multiple copies for use when they got to Step 2 of her plan.

Case Study 3:

Once all the facts were in, Ms. Horne had two handouts prepared summarizing what had been discovered: one targeted to faculty, one to students. She held a faculty meeting to discuss the next steps to be taken. She also had an article placed in the student newspaper announcing that (1) a discipline committee was being formed of student leaders, faculty, and administrators to work on drafting a list of rules and procedures, (2) written input to this committee was welcome from anyone in the school, and (3) all persons in the school would be given the opportunity to review a draft of the rules and procedures developed by the committee and to make suggestions for revisions before the final document was produced.

Case Study 4:

The handbooks (covering the final list of 40 rules, infractions, and the penalties for infractions) had been produced and out for six months, and things seemed to be looking up. However, one day there was a knock on Ms. Horne's door, and there stood Mr. Rosneau, the assistant principal. "I've had it," he said. "We've tried all the approaches we know with Pamela Smith, and nothing has worked. As far as I'm concerned, we have no choice but to bring her before the board for possible expulsion." He then dropped a weighty package of documentation concerning Pamela's problems on Ms. Horne's desk, shrugged his shoulders, and left.

In reviewing the material in the package, Ms. Horne discovered that in the past year and one half of school, Pamela had been referred 40 times to the office for disciplinary infractions: tardiness, unexcused absence, truancy, disruptive acts, defiance of authority, failure to serve detention, unauthorized presence in corridors or other area, verbal abuse, vandalism (including using spray paint on the cafeteria walls and writing on cafeteria tables), smoking in the rest rooms, fighting, assault, and unprovoked physical attack. In response to these infractions, Pamela had been assigned to detention (which she frequently failed to serve), had been suspended seven times for a total of 18 days, had been barred from the cafeteria for short periods of time, and had been dropped from two courses because of excessive absence. Her parents had been written to, called, and invited in to six parent conferences. They hadn't shown up for three of those conferences.

The report of Pamela's latest infraction had been written by a security officer, and it read as follows:

At approximately 2:00 p.m. on September 30, I observed students gathering on campus near Broad and Main Streets. I called for help, and another security guard and an administrator responded. We stopped Pamela Smith and Judy Jones from fighting. We were bringing the two of them into the school when Pamela broke away and kicked Judy. In questioning Pamela and Judy, they said that, approximately a week earlier, they had fought on campus about a boy and no administrator or security officer knew about the fight. They also said that they had fought off school grounds at another time. At some time before 2:00 p.m. on September 30, Judy said that she and Patti Davis had fought on Main Street. While they were fighting on school grounds, they said that Ernestine Green and Patti had fought also on school grounds. While Judy was seeing the school nurse for abrasions and scratches on the neck and face, Patti came into the

health service and attacked her. While questioning Judy and Pamela, Pamela walked away from the office. It's reported that Donna White is the instigator in a lot of these confrontations.

Well, thought Ms. Horne, Mr. Rosneau is right. I will contact the board about setting up a discipline hearing.

Case Study 5:

Although things had, overall, improved, Ms. Horne was determined to do more and better. She called a faculty meeting and asked staff for their ideas about what more could be done. Unfortunately, the responses weren't very productive. One teacher described a classroom discipline problem she was having, and the meeting quickly turned into a gripe session.

Ms. Horne let it go on for a while and then demanded the floor again herself. She indicated that she wanted to have them consider an idea she'd read about. It concerned having a permanent discipline committee, with representatives from the faculty, student body, and administration appointed for year-long terms. This committee would, each year, select one or two overall problems affecting discipline to address and would plan and implement solutions (following administrative approval). This committee could also conduct hearings on individual discipline problems and recommend actions that could be taken.

Ms. Horne suggested to the faculty that this would be a good mechanism for making discipline improvement a continuing concern of the total school population. Since the meeting had already gone on longer than planned, she then asked them to think about it so it could be discussed at the next meeting, and she dismissed them.



Compare your completed critiques of the "Case Studies" with the "Model Critiques" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL CRITIQUES

Case Study 1:

Ms. Horne is right--there is a problem. She is also to be commended for assuming part of the blame for the problem and for taking the initiative in acting to solve the problem. Furthermore, given the types of problems mentioned, she is probably right in part of her assessment of what is needed. Clearer procedures may very well be required.

She started off on the wrong foot, however. One of the major weaknesses in her approach is her almost total lack of involvement of others in her initial decision making. True, she indicates that faculty will get to discuss the plan at a subsequent meeting, but faculty (or at least faculty representatives) should have and could have been involved earlier--in the development of the initial plan itself. Nor have parents, other administrators, and students been involved at all. If she wants the total school population to be committed to improved discipline, she needs to involve the people affected. Her approach thus far is too autocratic.

A second error is the negativism underlying her approach. Tougher rules are needed, she says. Students will be told that misbehavior won't be tolerated. It is certainly reasonable to want to set limits to behavior, but if she focuses on how bad things are and how the whip will crack until things shape up, she is not establishing a positive climate for improvement. She needs to focus on the need for improvement, not the negative aspects of the situation. Too, are all students guilty? Likely not, so why castigate the total group for the failings of the few.

The plan itself has some merit. Starting the effort with a fact-finding activity is sensible. However, one big hole in the plan comes between Steps 1 and 2. At some point in there, staff should look at the total organization to see how supportive it is of good discipline. Is there an effective instructional program? Are the physical facilities attractive, comfortable, and in good condition--in other words, do they promote positive student behavior and student pride? Are students given real responsibilities so that they can learn to be responsible?

Planning to provide handbooks covering the discipline rules and procedures is also a good plan, especially if, as she suggests, the handbooks will be discussed with faculty and students in meetings. However, once again, parents are neglected. Providing a parent handbook--or even handout--could

increase parental support of school policies, which can have an enormous effect on how students behave.

Finally, her desire to get the administrators out into the school is laudable. If they can get out in the halls and classes, they can (1) more effectively monitor behavior and (2) get to know students better and on a more personal level. They can interact with students who are behaving well, rather than being restricted to seeing students only when they've committed an infraction. But, her desire does not go far enough. There is no acknowledgment on her part that, ultimately, good discipline starts with the classroom (or laboratory) and rests with the classroom teacher. Teachers, too, need to get out in the halls.

Case Study 2:

Although it might have been better had Ms. Horne done her professional reading earlier in the process--preferably before she started her planning--it is good that she is attempting to tap expert sources at this point. Because of the recent concern about violence and vandalism and disrespect in the schools, the literature available is recent and rich and plentiful.

It was also a good idea to identify board philosophy and policies so these could serve as a basis for rule development. Thus, duplicating copies for use should have been an appropriate step to take. Unfortunately, since the policies, philosophy, and federal and state regulations she duplicated were several years old, it is possible, even likely, that the material she is having duplicated is out of date, especially in the case of federal and state regulations. Furthermore, the most recent philosophy and policy statement should have been reviewed--preferably by a school discipline committee--to ensure that it was supportive of what the school was attempting to do concerning discipline. If not, then the board could be approached and asked to consider revisions.

Case Study 3:

Preparing handouts to share and publicize the results of the fact-finding activity was well advised. It was also helpful that she met with faculty and placed an article in the school paper to alert these people to the next steps to be taken. However, once again parents and community were ignored. Parents have a right and a need to know what's going on in the school. And this would have been a perfect opportunity to share the findings, as well as the plans for improvement, with the community through an article in the local newspaper.

Regarding the involvement of others in making decisions, there's some good, some bad. There is no indication that she involved anyone else in deciding to have a discipline committee or structuring its responsibilities, its membership, or the limits of its authority. This seems to have been a unilateral decision. However, the general plans for the discipline committee seem appropriate on the whole and indicate a sincere desire on her part to try

to involve others (except parents, again). One could question her decision to appoint rather than elect members, and one could seriously question her decision to involve only student leaders--generally, people whose behavior is not a problem. The members representing the student body should do just that--truly represent the overall population, not just the "winners."

Case Study 4:

It is more than likely that a list of 40 rules is excessive. Students, faculty, and administrators will no doubt find so long a list difficult to remember. Furthermore, glaringly absent from the handbook are due process provisions or appeal procedures. This is a serious omission.

The problem with Pamela Smith raises a number of questions. Why on earth was her consistently irregular behavior allowed to continue so long before strong action was taken? Was this the first time it had been called to her attention? More important, why doesn't the discipline program provide alternative programs (e.g., in-school suspension) to accommodate students who have proved unable to handle the regular school situation and to provide individualized help to the student in learning to succeed in school and adjust to the regular routines. It would be preferable to help Pamela through such a program rather than to expel her--but this help should have been initiated earlier.

Case Study 5:

Although Ms. Horne asked faculty for their ideas, she didn't really listen. She dismissed their discussion as being a "gripe session" and went on to, once again, promote an idea of her own. Her idea for a permanent discipline committee was not a bad one, but she missed an opportunity to set in motion plans for another important element of discipline improvement: staff development. Clearly, the faculty had a felt need. Their "gripes" indicated they wanted help in dealing with classroom discipline. The time would have been ideal to appoint a committee to plan a staff development program of activities concerning classroom discipline.

The fact that her idea came from something she'd read suggests another opportunity she's missing concerning staff development. She has obtained resources and materials on discipline, but she shares information only as she sees fit, parceling it out infrequently. She could, instead, put those resources in a faculty library so all could use and profit from them.

Finally, students, as well as faculty, could be "developed" on the subject of discipline. If she wants further improvement, she should not forget to consider the possibility of offering units, mini-courses, or courses on topics such as citizenship, values clarification, and so on.

Level of Performance: Your completed written critiques should have covered the same major points as the "Model Critiques." If you missed some points or have questions about any additional points you made, review the material in the information sheet, "The Whys and Hows of Establishing and Maintaining School Discipline," pp. 9-57, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE



Terminal Objective

While working in an actual administrative situation, maintain school discipline.*



Activity

As part of your administrative duties, establish and maintain disciplinary policies and procedures. This will include--

- establishing a climate conducive to the maintenance of school discipline
- establishing a philosophy and policies for the program of discipline
- establishing rules and procedures
- enforcing rules and procedures
- assisting staff and students in responding to specific discipline problems

NOTE: As you complete each of the above activities, document your activities (in writing, on tape, through a log) for assessment purposes.

continued

*If you are not currently working in an actual administrative situation, this learning experience may be deferred, with the approval of your resource person, until you have access to an actual administrative situation.



Arrange to have your resource person review your documentation. If possible, arrange to have your resource person observe your performance at a point when you are working with others to establish or maintain school discipline (e.g., working with a discipline committee; explaining discipline policies to staff, students, or parents).

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 77-79.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in maintaining school discipline.

Name _____

Date _____

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Maintain School Discipline

Directions: Indicate the level of the administrator's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

In establishing a climate conducive to the maintenance of school discipline, the administrator:

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. considered the <u>total</u> organization..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. involved people--students, teachers, parents, and others--throughout the total process of establishing and enforcing rules and procedures..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

In establishing a philosophy and policies for the program of discipline, the administrator:

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. identified federal and state requirements..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. identified the philosophy and policies of the board..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. reviewed the philosophy and policies..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. suggested appropriate modifications where necessary..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

In establishing rules and procedures, the administrator:

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. ensured that they were consistent with the philosophy and policies..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. established rules and procedures that were: | | | | | | |
| a. realistic..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. legal..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. enforceable..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. comprehensive..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. focused on positive rather than negative behavior..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. clearly defined the consequences of violating the rules and regulations..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. established alternatives to expulsion and suspension, if possible..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. devised appropriate referral and reporting systems to support disciplinary actions..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. obtained board approval of proposed rules and procedures..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. arranged for the rules and procedures to be well-publicized..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

In enforcing the rules and procedures, the administrator:

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. designated personnel responsible for enforcing the rules and procedures..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. monitored student adherence to the rules and procedures..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 16. monitored staff enforcement of the rules and procedures..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 17. ensured that all disciplinary actions were legally justifiable, with attention to student rights, due process, equity, and nondiscrimination..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 18. ensured that staff modeled appropriate behavior..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 19. provided for the periodic review of the rules and procedures..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| <u>In assisting staff and students in responding to specific discipline problems, the administrator:</u> | | | | | | |
| 20. provided a systematic staff development program to aid staff in: | | | | | | |
| a. creating a climate designed to minimize discipline problems..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. responding effectively to discipline problems that do arise..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 21. provided a professional resource library of references and media related to discipline for use by faculty..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 22. created a mechanism for staff and students to identify and solve particular key problems affecting school discipline..... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Additional Recommended References

- Benjamin, Robert. *Making Schools Work: A Reporter's Journey Through Some of America's Most Remarkable Classrooms*. New York, NY: Continuum Publishing Corporation, 1981.
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- Resource Person's Guide to Implementing Competency-Based Administrator Education Concepts and Materials
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For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.